Newark
- Board of Education
- Annual Reports.

Report of

The Board of Education

EDUCATION FOR A CHANGING NEWARK

Including

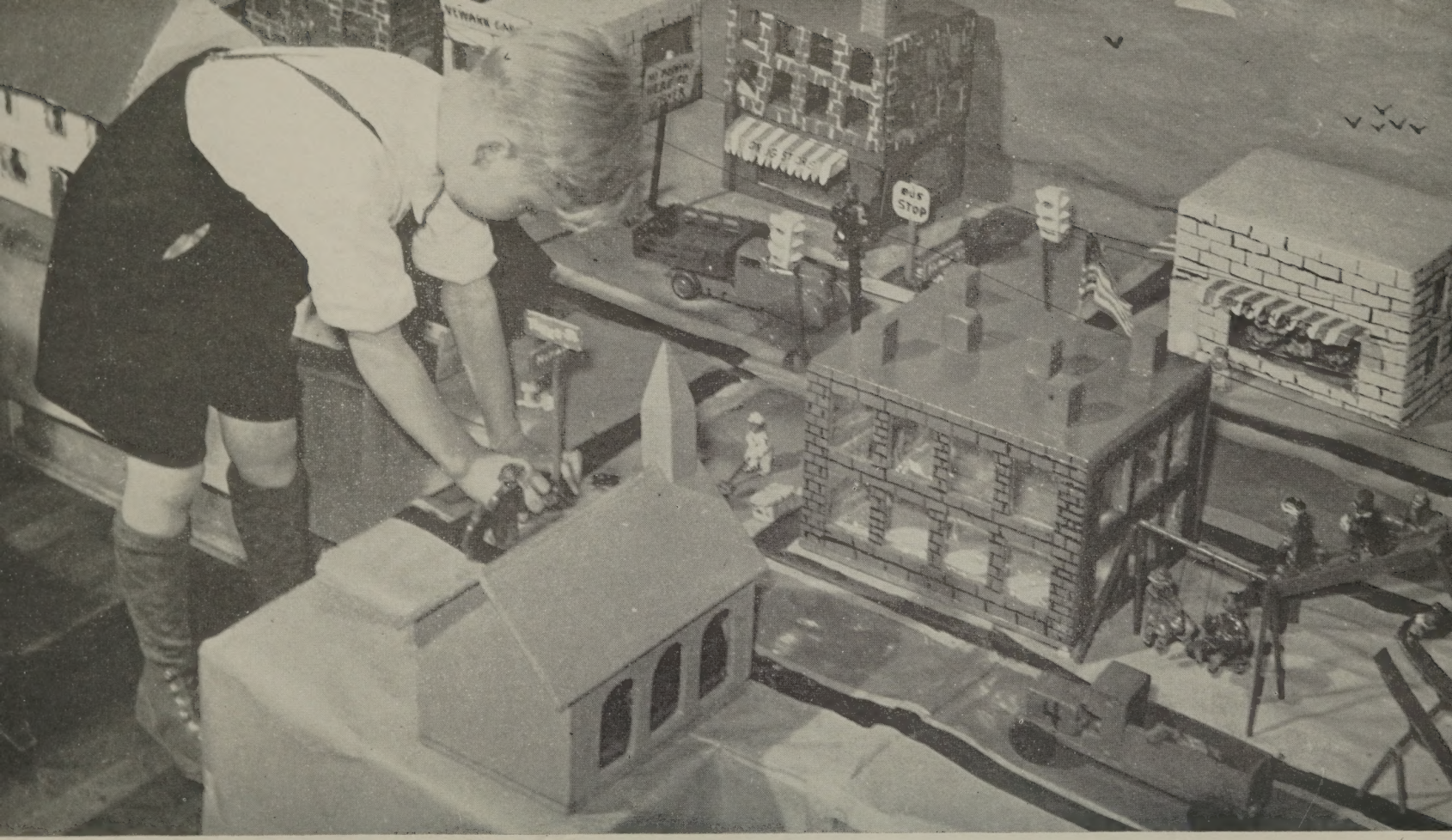
- CHRONOLOGY OF EVENTS
- EDUCATIONAL PROGRAM
- DEPARTMENTAL REPORTS
- BUSINESS ADMINISTRATION
- EDUCATIONAL STATISTICS

Newark, New Jersey

1948 - 1949

1949 - 1950

1950 - 1951



A YOUNG CITIZEN STUDIES HIS COMMUNITY

EDUCATION FOR A CHANGING NEWARK

1948 - 1949

1949 - 1950

1950 - 1951

BOARD OF EDUCATION REPORT

NEWARK, NEW JERSEY

THE NEWARK BOARD OF EDUCATION
AS OF JUNE 30, 1951

WILLIAM C. RICIGLIANO, *President*

MRS. EDWARD F. FITZPATRICK, *Vice-President*

SAUL J. BARON

MRS. REYNOLD E. BURCH*

CHARLES A. DEPIANO

CHARLES J. FOX

JOSEPH KRAEMER

J. H. THAYER MARTIN

MRS. MARCUS C. NUSBAUM

*Mr. Herbert H. Tate served for ten months of the 1950-51 school year but was not a Board member on June 30, 1951. Mr. Tate was replaced by Mrs. Burch.

SCHOOL OFFICIALS

JOHN S. HERRON *Superintendent of Schools*

ARNOLD M. HESS *Secretary, Board of Education*

HARRY KLING *Assistant Secretary*

ALBION U. JENKINS *Assistant Superintendent*

EDWARD F. KENNELLY *Assistant Superintendent*

MICHAEL R. McGREAL *Assistant Superintendent*

THOMAS F. McHUGH *Assistant Superintendent*

JOSEPH H. SCHOTLAND *Assistant Superintendent*

JACOB FOX *Counsel*

THE NEWARK BOARD OF EDUCATION
AS OF JUNE 30, 1950

WILLIAM C. RICIGLIANO, *President*

MRS. EDWARD F. FITZPATRICK, *Vice-President*

SAUL J. BARON*

CHARLES A. DEPIANO

CHARLES J. FOX

JOSEPH KRAEMER

J. H. THAYER MARTIN**

HERBERT H. TATE

DR. HENRY J. WUJCIAK***

*Mr. John J. Untermann served nine months through March 27, 1950 and was replaced by Mr. Baron.

**Mrs. Benjamin W. Adams died April 25, 1950 and was replaced by Mr. Martin.

***Dr. Wujciak was appointed July 1, 1949 to complete the unexpired term of the Hon. Leo P. Carlin.

THE NEWARK BOARD OF EDUCATION
AS OF JUNE 30, 1949

DR. JOHN B. PRZYBYLOWICZ, *President*

LEO P. CARLIN, *Vice-President*

MRS. BENJAMIN W. ADAMS

MRS. EDWARD F. FITZPATRICK

CHARLES J. FOX

WILLIAM E. HELMSTAEDTER

JOSEPH KRAEMER

WILLIAM C. RICIGLIANO

HERBERT H. TATE

BOARD OF EDUCATION

Newark, New Jersey

June 30, 1952

To the Citizens of Newark:

The Public Schools of Newark belong to the citizens of Newark. To the schools is entrusted the education of our children through avenues of their intellectual, social, physical, emotional, and spiritual growth. The educational program is accomplished by a professionally trained, well selected group of teachers and administrators who understand the needs of our community and of the people who make up its population.

Education has often been referred to as the bulwark of Democracy. As we enter the second half of the twentieth century, we reaffirm that point of view. We point with conviction to the fact that a strong school system, capably planned and conducted, is the best safeguard against the many forces and ideologies that threaten our system of government, our lives, our futures, and the future of our children.

As we review the accomplishments of the past three years, we may look with pride upon the educational program and the services that are offered. The Newark school system, over the years, has offered and given service of many types to all who might benefit—the strong and the weak, the talented and the less gifted, the young and the old. Newark has pioneered in its offerings and in maintaining a national reputation second to no other city of the nation.

The Board of Education members have made every effort to promote the educational interests and well-being of Newark and to keep our citizens well informed on all educational matters. As President, I congratulate the Superintendent and his staff in furthering this effort by having prepared this report which so capably presents the purposes and achievements of the public school system.

Yours very truly,

WILLIAM C. RICIGLIANO
President, Board of Education

BOARD OF EDUCATION

Newark, New Jersey

June 30, 1952

To the President and Members
The Board of Education
Newark, New Jersey

Ladies and Gentlemen:

It is my honor to submit herewith the report of the Superintendent to the Board of Education for the three-year period covering the school years 1948-49, 1949-50, and 1950-51.

The report presents a statement of educational objectives and an exposition of how, through the various levels and areas of the school system, the instructional staff has attempted to achieve those aims. Also included are the major accomplishments of the Department of Business Administration, budget and financial figures prepared by the Secretary, and important statistical data of the school system.

Because a recognized and conspicuous characteristic of life is change, the Newark school system is sensitive to modern educational trends, at the same time holding steadfast to the tried and true of human experience. These pages should indicate some valued innovations in Newark's educational program which will be recognized as real gains.

On behalf of the staff, I wish to express to the Board members our appreciation of your devotion to the cause of public education and your readiness to support activities believed to be for the welfare of the student body. I wish, also, to thank the Central Office staff for contributing the material for this report which was edited and prepared for publication by Dr. Donald W. Campbell, Director of Reference and Research.

Respectfully submitted,
JOHN S. HERRON
Superintendent of Schools

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CONCENTRATION, ACCOMPLISHMENT, AND PROFESSIONAL ATTITUDE

ALL-CITY ELEMENTARY ORCHESTRA AT THE SATURDAY MORNING MUSIC CENTER

CHRONOLOGY OF EVENTS

The previous *Report of the Board of Education* published in March 1949 devoted a chapter to the chronological listing of events which occurred during the two-year period beginning July 1, 1946 and ending June 30, 1948. Since that period, policies were established and events occurred which have had a direct bearing on the administration of public education in this city. The following list of happenings makes possible a quick survey of high lights relating to the Newark schools during the three-year period July 1, 1948 to June 30, 1951.

1948 Twelve summer elementary schools operated with 3,356 children enrolled; two summer senior high schools operated with 2,647 students enrolled, including 455 veterans who attended the summer day and evening sessions for veterans only at Central Summer High School.

Two free scholarships in the Newark Public School of Fine and Industrial Art established for Newark residents who are high school graduates. Scholarships cover the full cost of tuition and necessary art materials and are valid for three full years of study in either the day or evening school. Candidates for the scholarships are judged on the basis of original art work done during the high school years.

Mrs. Leila F. Payton appointed Acting Director of Art Department, effective September 1.

Central Accredited Evening High School's schedule of classes changed from five to four nights a week with the length of each evening session increased.

Arrangements made for pupil visitation of the Freedom Train on November 22, 23, and 24, under the auspices of the American Heritage Foundation.

Special education teacher assigned for instruction of children in Cardiac Clinic of St. Michael's Hospital.

Rules of the Board of Education revised to permit one additional money-raising function in the elementary schools, with profits to be used for the purchase of FM radios for the school.

Extended School Service Centers for 1948-49 located at Coe's Place School and Eighteenth Avenue School.

Decision of the Civil Service Commission, after hearings, that the positions of Director of Reference and Research, Director of Personnel, and Supervisor of Home Economics in Charge of Cafeterias remain in the unclassified service. These three positions were ruled to be professional, with the personnel considered as part of the supervisory or instructional staff of the Newark school system.

Names changed for the following schools:

Alyea Street *to* Alyea Street Pre-Vocational School for Boys

Wickliffe Street *to* Wickliffe Street Pre-Vocational School for Girls

Pre-Vocational School for Girls (at State Street) *to* State Street Pre-Vocational School for Girls

Montgomery Pre-Vocational School *to* Montgomery Street Pre-Vocational School for Boys

Hard-of-hearing classes to be known officially as Hearing Conservation Classes.

Additional salary provided for head coaches and assistant coaches in high school athletic sports. Head coaches of major sports to receive $500 and their assistant coaches $200, head coaches of minor sports to receive $200.

Notification received from Commissioner of Education that the 1948-49 State Budget contains no provision for State Aid to school libraries and to evening school classes for foreign-born residents.

New position of Assistant Supervisor of Personnel established.

Roseville Community Council's request granted for the Board of Education to provide a special recreation teacher for the area, with the understanding that the Essex County Board of Vocational Education provide facilities in the Boys Vocational School on Sussex Avenue for the Roseville Community evening recreation program.

Superintendent Herron reappointed by the State Board of Education as a member of the State Board of Examiners.

"Christmas Festival" gifts and decorations, made largely from discarded materials, displayed at the Arts Workshop.

Newark Alumni Chorus participated in the transatlantic radio broadcast from Newark, New Jersey, to Newark-on-Trent in England. This event took place in the rotunda of the City Hall.

New secondary school *Cumulative Record Folder* developed by secondary school guidance committee and introduced on a city-wide basis.

Modern cafeteria placed in operation at Eighteenth Avenue School.

In-service manual, *Guidance Techniques as an Aid to Understanding Children,* prepared and distributed to teachers of special schools and classes.



THE ARTS WORKSHOP SERVES PUPILS AND THE COMMUNITY

Manual for counselors developed for use with *Patterns of Studies* as an aid in the program of individual guidance for the selection of school courses in the high schools.

Sum of $49,658.02 contributed to the 1948 Community Chest Campaign by the schools.

Establishment of a Program Service Committee as a part of the Goodwill and Understanding program. Members were available to both school and community groups as discussion leaders on topics of improved human relations.

1949 Sum of $5,885.31 collected in the schools and the Board of Education offices for the American Cancer Society Campaign Fund.

Sum of $8,929.50 contributed by the personnel of the Newark public schools to the American Red Cross Campaign Fund. This amount was 112 per cent of the quota. No contributions were accepted from pupils.

Central High School Annex, housed in Burnet Street School, closed and students transferred to the Central High School building, September 1.

Guide revised for determining equivalency credits for advanced standing on the salary schedule for administrative, supervisory, and other instructional personnel.

Sum of $4,232.76 collected in the schools for the National Foundation for Infantile Paralysis.

Labor-Management talks held at East Side High School. Representatives of the A. F. of L., the C. I. O., and the Newark Chamber of Commerce presented their points of view in a series of programs. This experiment attracted the attention of many educators outside of Newark as well as educational magazines.

Rules regarding revaccination amended. Revaccination on a voluntary basis recommended every seven years but not compulsory. Pupils and employees of the Board of Education shall be revaccinated during epidemics of smallpox whenever the Director of Health Education and Service states there is need for such revaccination.

New Jersey Assembly amended school laws to permit purchase, without advertising, of supplies to an amount not exceeding $500; and to permit contracts, without advertising, for repairs up to $1,000.

Study of Hebrew offered as a classical foreign language in Weequahic High School, effective September 1.

One hundred and fifty-nine pints of blood contributed by Board of Education employees for the 1949 Blood Bank.



WE USE OUR BIG MUSCLES IN PLAY

New Jersey State Interscholastic Association Cross Country Championship won by West Side High School.

Eugene J. Sheridan, Director of the Bureau of Attendance, retired June 30.

William A. O'Toole promoted to position of Director of the Bureau of Attendance, effective July 1.

Board of Education established 12 points as the maximum number of in-service education-course credits that teachers may apply toward advanced standing on the salary schedule. The in-service courses are those sponsored by the Board of Education.

Twelve summer elementary schools operated with 4,125 children enrolled; two summer senior high schools operated with 2,378 students enrolled, including 272 veterans who attended the summer day and evening sessions for veterans only at Central Summer High School.

Board of Education approved reclassification of civil service positions, salary ranges, and title changes resulting from the 1947 survey conducted for the Board by the Public Administration Service of Chicago. Reclassifications also approved by the Civil Service Commission.

Rules of the Board of Examiners changed to read: "Eligibility lists shall not be published before the expiration of the appeal period, and in the event a candidate appeals the result of his oral test, the publication of the eligibility list shall be withheld pending the outcome of the candidate's appeal."

Ceremonies held for the dedication of Untermann Field October 15.

Survey committee of five members of the Board of Education appointed to investigate the services and activities maintained by the Board, to analyze the factors which produced increases in the appropriations of the Board in recent years, and to make studies bearing on the expenditures of the Board to determine the possibility of effectuating economies in the operation of the Newark school system. Proposed economies are to have no adverse effect on the welfare of the pupils or on necessary personnel.

State Board of Education ruled that the maximum enrollment for any kindergarten class should not exceed 25 pupils per teacher and that no teacher should be assigned more than 50 kindergarten pupils in any day.

Sum of $869.35 collected in the schools for the purpose of purchasing flowers for the decoration of the graves of soldiers and sailors on Memorial Day.

Procedures for the approval of textbooks, maps, and educational supplies changed. The plan is based on the utilization of the services of committees of principals, teachers, and supervisors whose recommendations are coordinated through a textbook council. Additions to and deletions from the approved list are made annually.

Board authorized the exchange of teachers with England under arrangements effected by the United States Office of Education, the Department of State, and the English Speaking Union.

Restoration of full-year sabbatical furlough for rest or recreation after 20 years of service, beginning July 1. Terminal sabbatical furloughs discontinued. No more than 35 teachers shall be granted sabbatical furloughs in any one semester.

Salary adjustment increase of $400 granted to instructional and civil service personnel on established salary schedules, effective January 1 for 12-month employees and February 1 for 10-month employees. Salary schedules were changed to reflect this increase.

Board of Education adopted resolution on policies regarding State Aid to Public Schools for transmission to the Governor of New Jersey and to members of the State Legislature. Policy provided recommendation that all cigarette tax revenues be used for State School Aid, that $25 per weighted pupil in average daily attendance be certificated, that no restrictions be placed on the use of these State Aid school monies except that they be used for school current expense items only, and that the Legislature be urged to provide additional school aid up

to an average of 50 per cent of the cost per weighted pupil in average daily attendance.

Board of Examiners rating scale revised for use in the oral test for promotional examinations for instructional personnel.

Board of Education approved course in folk and square dancing for members of the Recreation Department, with allowance for equivalency credit.

Board of Education rules suspended to permit former Alumni Association school lunch workers, who have attained the age of 65, to receive an eventual pension providing they meet the following conditions: that they transferred to Board employment in September 1942, when the Board of Education took over the operation of all school cafeterias; and that they have been continuously employed as cafeteria workers by the Board of Education since September 1942. The years of employment by the Alumni Association school lunch program do not contribute toward years of service for retirement purposes, even though that program functioned in the schools.

Sum of $49,658.28 contributed to the 1949 Community Chest Campaign by the schools.

Eleven professional improvement courses for Newark teachers were conducted with the approval of the Board of Education during the school year 1948-49. Certificates were issued to those teachers who satisfactorily completed the requirements of each course. The value of the certificate is its acceptance as an equivalent of graduate or undergraduate credits for advanced standing on the salary schedule.

Curriculum committee organized to prepare a course of study in health education for grades 7 and 8.



ONE WINDOW OF INDUSTRIAL ARTS EXHIBIT OF THE NEWARK SCHOOLS—
KRESGE DEPARTMENT STORE

Planned visitations inaugurated for non-permanent teachers assigned to the kindergarten on full-time basis.

Art Guides, revised courses of study in art, prepared for elementary and junior high school use.

Inauguration of a cooperative project between the Newark Board of Education and Teachers College, Columbia University, in which 10 Columbia graduate students participated as observers and assistants at the Boylan Street summer school. The Boylan Street School is operated for the benefit of undervitalized pupils as part of the special education program.

High school course of study in physical education revised.

Recommendations for appointment of summer school principals to be based on the needs of individual schools and to make some provisions for the extension of supervisory opportunities for those Newark educators who aspire to administrative and supervisory positions in the Newark school system.

1950 Hospital class transferred from the Theresa Grotto Convalescent Home to the Cardiac Home for Children in East Orange, New Jersey, with approval by County Superintendent of Schools.

Blood donor recruiting committee appointed from representatives of the various employee groups of the Board of Education. The Blood Bank is to be a yearly project sponsored by the Board of Education.

School Defense Council appointed to plan the necessary activities to insure the safety and protection of the school population in any emergency arising from air raids.

Binet class at South 17th Street School closed due to decrease in enrollment. New Binet class opened at Monmouth Street School, February 1.

Gift of statuary and art presented by the Art Students League of New York to the Newark Public School of Fine and Industrial Arts. Value of this gift estimated at $10,000.

Work-projects of industrial arts shops, covering activities in grades 5 through 12, displayed in four windows of Kresge Department Store from February 16 to March 1.

Report from the Howard Savings Institution that pupils of the Newark public schools have a total of $859,978.54 deposited in the bank as of March 9. All



BROADCASTING AT NEWARK'S BOARD OF EDUCATION STATION WBGO

but three schools participate in the weekly plan of saving money.

Sum of $5,434.80 collected in the schools for the National Foundation for Infantile Paralysis.

Sum of $8,164.63 contributed by the personnel of the Newark public schools to the 1950 American Red Cross Campaign Fund. No contributions were accepted from pupils.

Mathematics contest sponsored by New York University won by Weequahic High School students. Since this contest was won twice before by Weequahic High School, in 1940 and 1941, this Newark school now has permanent possession of the cup, emblematic of the championship.

Board of Education Radio Station WBGO granted two awards at the Columbus Radio Institute held in Columbus, Ohio, May 5-7 for the programs entitled, *WBGO Story Hour* and 8*A Quiz*. The *WBGO Story Hour* was written and produced by the radio staff while 8*A Quiz* was prepared in cooperation with the Department of Reference and Research.

Sum of $639.52 collected in the schools for the purpose of purchasing flowers for the decoration of graves of soldiers and sailors on Memorial Day.

Board of Education notified by the State Commissioner of Education that school boards can expect no financial assistance to cover the cost of providing high school education for veterans for the school year 1950-51.

Special committee of the Board of Education appointed to study the transfer of pupils. Study included the number of children attending out-of-district schools on permit, reasons for their attending out of district, and the location of such children. Study assigned to the Department of Reference and Research for complete survey.

Special Committee on Transfer of Pupils presented its completed report. On the basis of committee findings, the Board of Education directed that a full study be made under direction of the Superintendent of all school district lines, with proposals for redistricting.

New Dayton Street School opened and placed in operation in September.

Twelve summer elementary schools operated with 4,280 children enrolled, two summer senior high schools operated with 1,566 students enrolled, including 224 veterans who attended the summer day and evening sessions for veterans only at Central Summer High School.

Performance by the students of Arts High School of Mascagni's opera *Cavalleria Rusticana* in English during the week of May 8-12. Symphonic band arrangements, stage settings, costumes, drama, and training of singers were done by the students under the guidance of faculty members. The opera was broadcast over Station WNJR. Sound recordings were made by the Board of Education Station WBGO for future broadcast to the schools.

Pupils of State Street Pre-Vocational School for Girls transferred to Wickliffe Street Pre-Vocational School for Girls and to Girls' Trade School, effective September 1. State Street School building discontinued for classroom use.

The Arts Workshop and the Audio-Visual Workshop transferred to the State Street building from the Lawrence Street building. Use of Lawrence Street School building discontinued, effective September 1.

East Side High School Annex removed from South Market Street building, with classes assigned to East Side High School and Ann Street School buildings, effective September 1.

Pupils of Alyea Street Pre-Vocational School for Boys transferred to South Market Street building, school to be known as South Market Street Pre-Vocational School for Boys, effective September 1. The vacant Alyea Street building was to be studied to determine possible utilization by the school system.

One new scholarship granted, in addition to the two already in operation, to the Newark Public School of Fine and Industrial Art.

Newark students were awarded a total of 73 scholarships for the school year 1949-50 by 28 colleges, universities, and schools of higher learning. This number

represented an average of more than 10 scholarships for each of the seven high schools of Newark. The estimated value of these scholarships granted to Newark students was between $60,000 and $70,000.

Age limit extended upward to eighteen years for students in Montgomery Pre-Vocational School for Boys, South Market Street Pre-Vocational School for Boys, and Wickliffe Street Pre-Vocational School for Girls, beginning September 1.

Board of Education adopted policy of granting regular Newark public school diplomas for graduates of the four pre-vocational schools.

Seventeen professional improvement courses for Newark teachers were conducted with approval of the Board of Education during the school year 1949-50. Certificates were issued to those teachers who satisfactorily completed the requirements of each course. The value of the certificate is its acceptance as an equivalent of graduate or undergraduate credits for advanced standing on the salary schedule.

Eighty-five pints of blood contributed by Board of Education employees to the 1950 Blood Bank.

Sum of $6,554.81 collected in the schools and the Board of Education offices for the American Cancer Society Campaign Fund.

Superintendent Herron appointed by the State Commissioner of Education to membership on the New Jersey Education Committee for Civilian Defense. Committee effected plans for first aid instruction for all teachers, air raid drills for all schools, and the organization of school civilian defense councils.

Position of Director of Personnel raised to that of Assistant Superintendent in Charge of Personnel. Dr.

Edward F. Kennelly promoted from Director of Personnel to Assistant Superintendent in Charge of Personnel, effective September 1.

Superintendent Herron reappointed to the State Board of Examiners for a term of two years, effective September 1.

Organ installed at West Side High School and dedicated to Paul H. Oliver, former Director of Music of the Newark schools.

Newly constructed Newark course of study, *Arithmetic in Our Schools, Grades Kindergarten to Six,* distributed to the schools in September.

Experiment begun at East Side High School on the use of the Stenograph for machine shorthand classes.

Outmoded cafeterias replaced with new cafeterias in Fourteenth Avenue School, Ridge Street School, Robert Treat Junior High School, and Wilson Avenue School.

Contracts awarded for the building of new cafeterias in Franklin School, Hawkins Street School, Ivy Junior High School, Madison Junior High School, McKinley Junior High School, Morton Street School, and Summer Avenue School.

Radio in the Classroom: *A Guide to Listening* prepared for the schools to guide teachers in making the best use of WBGO classroom broadcasts.

Replica of the original Liberty Bell toured Newark as part of the United States Savings Bond Campaign. Itinerary included visits to 29 schools.

Remedial reading classes conducted in six summer schools for children of normal intelligence whose reading achievement was at least one and one-half years below their reading expectancy.

Senior high school students gathered 29,846 signatures on scrolls for the Crusade for Freedom movement. Scrolls to be deposited in a Freedom Bell in Berlin, Germany. Small contributions accepted for the establishment of seven or eight radio stations in Europe to carry messages of freedom to peoples now living behind the Iron Curtain. Contributions received amounted to $863.66.

Newark children cooperated with the Commission on Municipal Sanitation to make Newark a cleaner, healthier, and more attractive city. "Clean City Clubs" were organized for this purpose in the schools with teachers as counselors.

Walnut Street School building deeded to Amvets Post No. 56. Conveyance made by a bargain and sale deed for a consideration of $1.00, with stipulations for the property and title to revert to the Board of Education if the building should cease to be used as a meeting place for the organization or in the event that the post should no longer be a recognized veterans organization of the United States of America.

Jacob Fox, Board of Education Counsel, appointed by Governor to membership on newly formed State School Aid Commission.

Bronze tablet erected by Newark Schoolmen's Club on Newark Public School of Fine and Industrial Art building to honor two famous Newarkers, Reverend Aaron Burr and his son, Colonel Aaron Burr.

Survey of school building needs made by the Board of Education and the Superintendent of Schools for the Ivy Hill and Grafton Avenue areas.

Orientation meetings and planned visitations initiated for beginning and non-permanent teachers in kindergarten and grades 1, 2, and 3.

Illustrations of "Life in America" sent overseas through UNESCO and the Junior Red Cross from the junior and senior high schools of Newark.

Sound motion picture entitled *Audio-Visual Aids to Learning,* for use in re-education of the peoples of occupied countries, produced in the Newark schools by the Department of Libraries, Visual Aids and Radio in cooperation with the Civil Affairs Division of the United States Army.

Sum of $49,720.38 contributed to the 1950 Community Chest Campaign by the schools.

Course of study in high school mathematics revised.

1951 Across-the-board increase of $400 for all full-time employees whose pay was based on salary schedules, effective January 1 for 12-month employees and February 1 for 10-month employees. Provision made for upward revision of salary schedules.

Veterans classes discontinued in Central Evening High School, January 31.

Red Cross classes in first aid authorized by the Board of Education for teachers.

As a result of previous Board of Education studies on collections in the schools, the Board approved the following agencies for collections and indicated that, although other requests might be deserving, there should be a limit compatible to the ability of the children to pay and the schools to collect: American Cancer Society, American Junior Red Cross and the American Red Cross, Community Chest, Memorial Day Collection, National Foundation for Infantile Paralysis, and Penny Collections in the Schools for Historical Plaques.

Daily-substitute salary for teaching personnel increased from $12.50 to $15.00 per day, dating February 1.

All substitute teachers to be paid on a daily basis for actual days of employment, beginning March 1. Monthly-substitute basis discontinued.

Board of Education approved new directions for rating of teacher efficiency by assistant superintendents and principals to become effective September 1, 1951. The plan provides that future ratings of teachers be designated S^S for superior, S for satisfactory, and U for unsatisfactory.

Board of Education directed that any person whose name is reached on the eligibility list and who is serving in military service shall be granted an appointment and immediately granted a military furlough, and that the position be filled by a substitute from the eligibility list for the duration of the furlough.

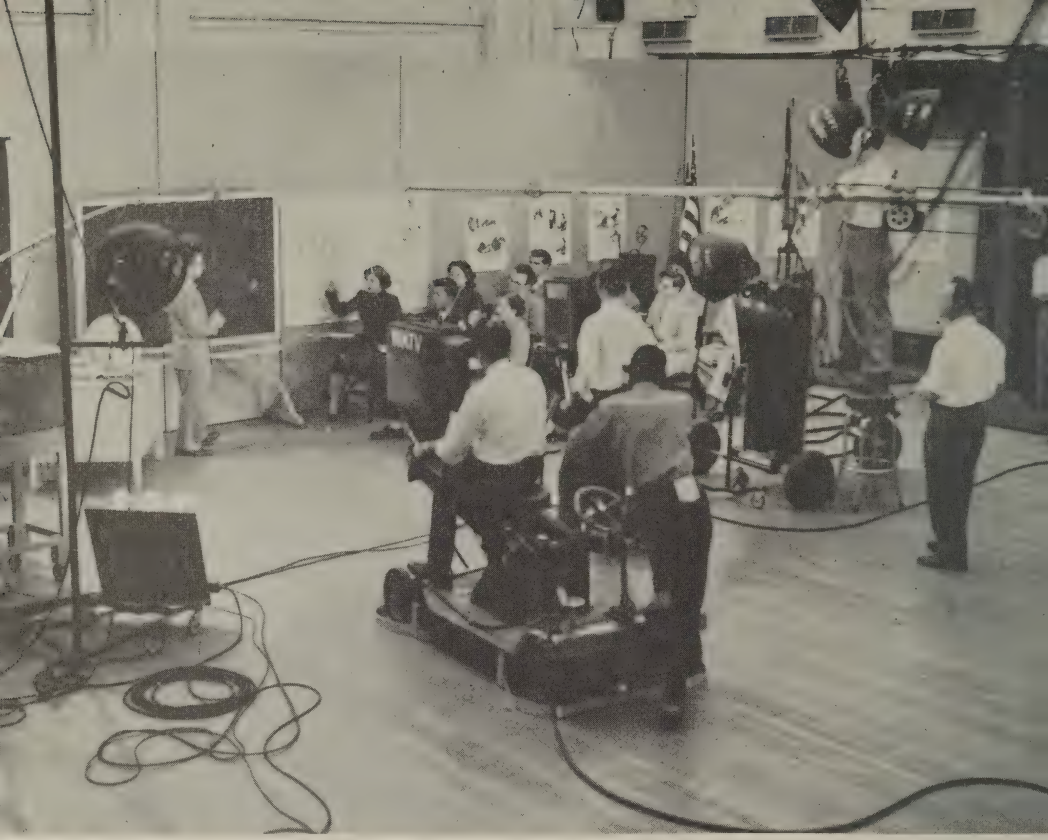
Board of Education rules changed so that a physician's certificate for teaching personnel shall be necessary after five continuous days of absence, instead of three, and that personal proof of illness on a prepared form be submitted with the monthly time report for all absences of from one to five days.

Board of Education rules amended to permit a teacher to be absent the day of his or her own marriage without loss of pay.

Tablet erected by the Newark Schoolmen's Club on boulder in the park near the Essex County Court House. Tablet portrays a three-dimensional relief map showing the original Indian trails, the natural waterways, and other historical places in the Newark area.

Sum of $5,824.68 collected in the schools for the National Foundation for Infantile Paralysis.

Resolution adopted to apply to the Federal Communications Commission for the right of the Board of



TELEVISED SOCIAL STUDIES CLASS IN COOPERATION WITH WATV

Education to build and operate a high frequency educational TV station for the benefit of the Newark school system.

Kessler Institute of West Orange added to the list of institutions approved by the Board of Education. Board to provide bedside instruction to Newark children residing in the Institute.

New Jersey Sanatorium in Glen Gardner added to the list of institutions approved by the Board of Education so that Newark pupils who are residents of the Sanatorium may receive bedside or regular class instruction.

Hearing conservation class at Chancellor Avenue School transferred to 18th Avenue School, February 1.

Itinerant-teacher service for the hard of hearing provided for Chancellor Avenue and Wilson Avenue Schools.

Board of Education supported extension of the use of the Patch Test for tuberculosis to all school children, including those children about to enroll in school for the first time. The state law required the use of the Patch Test in grades 9 through 12. In addition, the Newark schools voluntarily conducted the Patch Test, with follow-up, in grades 7 and 8. Letters outlining the Board's opinion were sent to the Commissioner of Education and the Director of Health in the Governor's Cabinet.

Lawrence Street building, formerly discontinued for school use, conveyed to the City of Newark.

Board of Education appealed through personal representation to the Sub-Committee on Agriculture, Committee on Appropriations, House of Representatives, Washington, D. C., for increased appropriation for the National School Lunch Program.

Regional meetings of parents called by the Superintendent of Schools to discuss proposed changes in elementary school district lines. These discussions served as a guide for further Board study of redistricting.

Board of Education study of school district lines completed; new elementary school district lines to become effective July 1.

Contract drawn with Dr. Clarence E. Ackley, presently associated with the Pennsylvania Economy League, Inc., as Education Consultant, to serve on a three-phase study of school building needs. This survey was planned to cover community analysis, evaluation of existing plants, and critical examination of certain plants. The

purpose of this survey was to determine the needs for school rehabilitation and for new schools to meet the requirements of our present and future school population.

Sum of $6,321.57 collected in the schools and administrative offices for the American Cancer Society Campaign Fund.

Secretary of the Board of Education authorized to pay civil service employees every two weeks instead of twice a month, effective July 1.

Sum of $613.67 collected in the schools for the purpose of purchasing flowers for the decoration of the graves of soldiers and sailors on Memorial Day.

Twenty-seven professional improvement courses for Newark teachers were conducted by the Board of Education for the school year 1950-51. Certificates were issued to those teachers who satisfactorily completed the requirements of each course. The value of the certificate is its acceptance as an equivalent of graduate or undergraduate credits for advanced standing on the salary schedule.

Board resolution recommended to the Governor and Legislature of New Jersey that the existing formulas for State Aid be replaced by a formula to meet the constitutional mandate of the State's obligation for the maintenance and support of free public schools; that the State provide through sources of revenue, other than local property tax, per-pupil grants-in-aid amounting to not less than one-half the average per-pupil cost of the public school program; that an adequate program for State support of schools be immediately approved by the Legislature; and that financial relief be brought to the school districts of the State during the current school year.

Board of Education directed that the names of retiring personnel be omitted from the agenda, and that they be submitted to Board members in a separate report and be printed in the official minutes.

Board rules amended to grant vice-principals the same sick leave regulations as those provided for principals, supervisors, and directors, effective July 1.

Series of television programs known as *Report to Parents* viewed on Newark's local Station WATV. These programs were designed to acquaint parents and others with the activities of the Newark schools.

The 1950-51 annual enrollment in the regular day schools was 58,820, an increase of 123 over the previous year. This marked the first time that an increase in annual enrollment was shown over the previous year since 1932-33.

Curriculum bulletin entitled *Science in Our Schools, Kindergarten and Grades* 1-6 completed for use in the schools.

"Job Visitation" projects for high school seniors conducted in cooperation with Kresge, Newark; the Prudential Insurance Company; and the Howard Savings Institution. Individual pupils were given the opportunity to visit large business concerns as an aid to future career planning.

Revised courses of study added to the physical education curriculum in the elementary and junior high schools.

Courses of study in the high schools revised for the areas of English, business education, occupations, and industrial art.



STUDENT ROUND-TABLE DISCUSSION ALWAYS FOLLOWS JOB VISITATIONS TO BUSINESS AND INDUSTRY

THE EDUCATIONAL PROGRAM

The public schools of Newark during the school year 1950-51 had an enrollment of 58,820 pupils in the day schools. In addition to this number, 1,028 were enrolled in the evening high schools; 1,345 in Americanization classes; and 1,661 in the Newark Public School of Fine and Industrial Art. There were also 4,280 pupils enrolled in the summer elementary schools and 1,566 in the summer high schools.

The objectives for the educational program of the Newark schools have been stated frequently in Board of Education publications but they are of such importance that they should be repeated again. In general, the objectives are based on the principles and ideals upon which our democracy is founded; on the needs and resources of our community; and on the nature, interests, and abilities of the pupils. More specifically, the schools direct their programs toward pupil growth through the development of the whole child and his relation to others. This is attained through growth in soundness of body and mind; in human relations; in the appreciation and practice of aesthetic and spiritual values; in command of essential knowledge and skills; in devotion to democratic principles leading to the assumption of civic responsibilities; and in economic efficiency.

The educational program is built upon the good things of the past, the worth-while innovations of the present, and the foreseeable needs of the future. It takes into consideration the needs of the individual and it recognizes the individual's worth. Combined with the efforts of an efficient teaching staff, the program goes far in providing an effective school system for the citizens of Newark.

THE ELEMENTARY SCHOOLS

Newark maintains 49 elementary schools and also oper-



READING-READINESS THROUGH DRAMATIC PLAY

ates two kindergarten classes in the Weequahic Park Housing Development. During the three-year period 1948-1951, the enrollment in the elementary schools of our city increased from 41,894 to 43,036. To provide, in part, for this growth in population, Dayton Street School was opened in September 1950. Analysis of birth rates indicates that school enrollments throughout the city will continue to increase and that additional school building facilities will be required.

The curriculum of the Newark schools is based upon definite objectives. Administrators and teachers, entrusted with the care of the city's youth, strive to develop in each child a well-rounded personality, strengthened by knowledges and skills commensurate with his ability. Appreciation of civic responsibility and of our democratic way of life are a vital part of the daily experiences in the classroom.

The problem of securing trained teachers has been a serious one. In addition to the 132 teachers that have been appointed in the kindergarten and elementary grades during this three-year period, it has been necessary each year to use the services of approximately 250 substitutes on a full-time basis. The orientation and in-service education of these teachers is described herein, together with the progress of the curriculum improvement program, the purchase of kindergarten equipment, and the development of school-community relations.

In-Service Teacher-Education Program

The shortage of competent teachers and the increased enrollment of pupils in the kindergarten-primary grades necessitated the inauguration of a plan to offer guidance to beginning and non-permanent teachers. Therefore, a program of orientation and in-service education was put into operation under the leadership of the Assistant Superintendent of Schools in Charge of Elementary Education. The Director and Supervisor of Elementary Education cooperated in planning and executing this project. A series of meetings and visitations was arranged.

The first meeting, a tea, was held to give the teachers an opportunity to become acquainted and to meet the supervisory staff; and, at the same time, to instill in them a feeling of belonging. Since the meeting was held at the Arts Workshop, the new teachers had the opportunity to learn about the services of the Art Department and also of the Visual Aid Center, which is located in the same building.

The second and third meetings were devoted to discussion, particularly to (1) an interpretation of the philosophy of education as expressed in the Newark bulletin, *Our Schools and Curriculum*; (2) an understanding of educational values derived from the activity program, and of sound teaching procedures in relation to it; and (3) the im-

portance of both over-all and daily planning to meet the needs, interests, and abilities of the child at his developmental level.

Four other meetings were conducted by outstanding teachers under the guidance of the director and supervisor. A series of visitations was planned for after-school hours to study the program of each grade. Opportunity was offered to the new teacher to visit classrooms of her particular grade to see exhibits of the children's work. Experienced teachers explained how the daily program may be developed around a center of interest in social studies, science, health, safety, or other curriculum areas; how the various subjects are integrated whenever possible; and how provision is made for the development of skills in the fundamentals.

Although the in-service meetings were planned expressly for newly appointed and other non-permanent teachers, they were also attended by many experienced members of the teaching staff. This indicated further the value of the program.

In addition to giving assistance to beginning teachers, the director and supervisor participated in the over-all program for the improvement of instruction by holding conferences with teachers needing assistance or guidance in their professional studies; cooperating with principals in planning programs for the professional improvement of their faculty; working with the Director of Business Education in introducing and evaluating handwriting materials in the elementary grades; cooperating in the production of radio and television programs; and supervising professional improvement courses offered in the field of elementary education and sponsored by the Newark Board of Education.

Kindergarten Equipment

In 1949, the Newark Board of Education appropriated the sum of $8,000 to be used for the purchase of equipment



SUPERVISED PLAY TEACHES US TO GET ALONG TOGETHER

for kindergarten classes. This appropriation enabled the schools to purchase the materials necessary to maintain a good program for early childhood education. Preparation of a recommended list of purchases was a cooperative endeavor with the kindergarten and supervisory staff participating. All equipment was carefully evaluated before recommendations were made for listing. Included in this order were slides, trinal ladders, blocks, tricycles, wagons, dolls, and doll carriages.

Curriculum Improvement

The Newark curriculum improvement program, which is a continuing undertaking, progressed steadily during the past three years under the leadership of the Director of Elementary Education. Committees in the several curriculum

areas worked intensively on the preparation and revision of bulletins which were to serve as guides for the improvement of instruction. Opportunity was offered for all elementary teachers to participate in the evaluation of the work of the committees before publication of these bulletins.

In 1949, *Arithmetic in Our Schools, Kindergarten and Grades I-VI* was printed. This course of study was introduced to the teachers by radio talks over Station WBGO. Since this was a new method of presentation, questionnaires were sent to teachers in order to learn their reactions. The replies indicated that this method of presentation was effective.

The publication of two bulletins embodying the language arts program was begun early in 1950; one was for kindergarten and grades 1-3, the other for grades 4-6. These courses of study, set up tentatively in mimeographed form, were distributed to the schools for review before being printed. After criticisms and recommendations had been received, the two courses were revised and combined into one publication entitled *Language Arts in Our Schools, Kindergarten and Grades I-VI.*

In the spring of 1951, the science committee completed its preparation of *Science in Our Schools, Kindergarten and Grades I-VI,* the first instructional guide dealing with science in the elementary schools of Newark. Printed in an attractive form, this publication will be distributed to the schools in the fall of 1951.

The preparation of an instructional guide in the social studies is well under way. Tentative proposals on the curriculum were prepared and submitted to the Newark elementary school teaching personnel by the social studies committee. An analysis of the suggestions offered by the teachers and a survey of recent courses of study and textbooks in social studies laid the foundation for a preliminary draft of materials.



CHILD-CENTERED ACTIVITIES

School-Community Relations

The accepted educational philosophy in Newark is that instruction must be centered around community needs and that the well-being of youth depends upon the cooperative endeavor of home, school, and community agencies. The Department of Elementary Education has taken an active part in the interpretation of the Newark program to the public and in furthering school-community relations. Among its activities of this nature are talks given at meetings of parent-teacher groups; and cooperation with the Newark Museum, the Junior Red Cross, and other community agencies in relation to their educational projects.

THE SECONDARY SCHOOLS

Secondary education is offered to the youth of this city

in seven day high schools—Arts, Barringer, Central, East Side, South Side, Weequahic, and West Side; six junior high schools—Cleveland, Ivy, Madison, McKinley, Robert Treat, and Webster; and in two summer high schools. Central Evening High School is a fully accredited evening high school.

Change from Multiple Curriculum to Single Curriculum

The reorganized secondary school program of studies is highlighted by a change-over from the older, rigid combination-type curricula to the more flexible, pupil-centered constants-with-variables type. This program embodies a core of required subjects for each student. Each student also elects closely related groups of subjects for intensive study over a period of at least three years. Additional electives embodying a wide variety of subject experiences are available to meet each pupil's interests, abilities, and needs. Individual guidance thus becomes the key to effective educational planning for each pupil. In this connection a recently published manual for counselors, *Patterns of Studies,* devised by a city-wide committee of counselors, administrators, and teachers, highlights the philosophy, principles, and regulations underlying the reorganized program. The following advantages are apparent from this change:

A great increase in flexibility of programming
Increased responsibility for guidance counseling
Avoidance of the stigma attached to certain courses
Increased holding power of the school because of latitude given in adjusting courses to the pupil
Increased ability of the school to provide for pupils who do not plan to graduate
Enriched offerings for all pupils including those preparing for college or other post-secondary schools
Increased instructional efficiency resulting from classes geared to the actual achievement levels of pupils
Increased attention to the pupil rather than to the subject or course



PLANNING FOR THE SHAKESPEAREAN THEATER

Courses of Study Revised

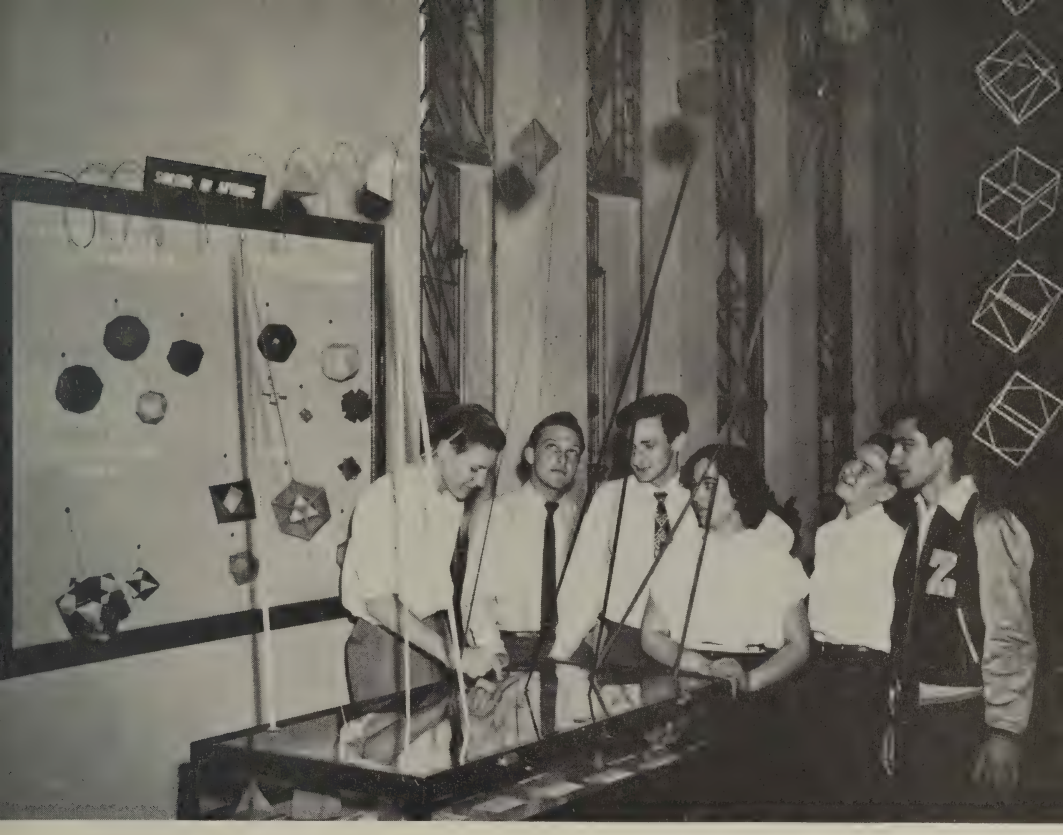
During this period, courses of study in the following areas have been completely rewritten and are now in use—English, mathematics, business education, and technical education. The teachers of science have completed the first draft of their revision in general science, physics, and chemistry. The course of study in biology is relatively recent as are the courses of study in social studies and modern languages.

The new English course of study is based on the functional precept that a more flexible curriculum, adapted to individual class needs and abilities, should be placed in the hands of the teacher. The teacher in turn must judge from his knowledge of each of his classes how much of the course of study should be covered beyond a set minimum and which areas are to be stressed. Accordingly, each term's work is

sub-divided into 16 units, at least seven of which must be completed during the term. Of these, four are basically required. Three additional units must be selected by choice of the teacher. Once this minimum of seven is covered, the class may take for the rest of the term as many more units as its capabilities permit, with the recommendation that more than half the term's work be devoted to language skills and use, as differentiated from literary study. Certain units, as those on the library, letter writing, the dictionary, punctuation, or word study, are subdivided and appear in various phases in every term's work; others, such as the drama, newspaper readership, or mass communication, appear only once or twice during the entire three-year course.

At the end of six terms of study, a standardized comprehensive test is given in English usage, reading vocabulary, and expression; students who achieve a satisfactory score are presented in their senior year with a choice of elective courses to suit particular interests and desires. Twelve elective courses are offered; among them are journalism, radio workshop, dramatics, speech, and American literature. Students who fall below the required score must take a course in English fundamentals and must pass that course in order to qualiy for a diploma. The basic objective of this new curriculum is to help the student to attain, as closely as possible, the level of competence in English expected by the community, by employers, and by colleges.

Newark offers a full year of world history in order that students may better understand America's world background and the contributions made by other civilizations. An international relations course emphasizes the practical considerations that affect our foreign relations. A two-year course in American history provides the opportunity for all students to learn about America's heroes and traditions and to train our young people for their part as citizens of the future. Our youth has been asking about America's role in the world to-



MODELS AS INSTRUCTIONAL AIDS IN MATHEMATICS

day and why we've been fighting in Korea. This type of inquiry has led to fruitful study about the nature, the history, and the benefits of our democracy as opposed to the totalitarian regimes.

In stressing the international phases, the local scene has not been neglected. Local history and government hold an important place in the courses of study. The social studies classes of Newark lead their field in making use of local resources in teaching. The classes have taken many field trips to see for themselves the workings of the City Commission and the county and state agencies, and conditions in the fields of housing and other areas. Nor has the emphasis on intergroup understanding been neglected. Much important work is being done in this area. Newark youth is studying the problems of the community in a lifelike, rational, optimistic setting.

Foreign languages perform an important function in our educational program because of their potential contribution to the well-rounded development of the individual. In the teaching of modern languages, emphasis is laid on the spoken word. There is no impression without expression. Instruction in Latin, on the other hand, stems from the conviction that, though an ancient tongue, it lives today in a modified and useful form.

Community resources—the museum, the library, the theater, the foreign language newspaper, the radio, and television—are effectively utilized to implement the instructional program. The cultural concomitants accruing from the study of foreign languages result in enriched, worth-while leisure time activities.

In order to assist the prospective language student to make an intelligent choice, the foreign language teachers of our schools have cooperatively prepared a pamphlet entitled, *What Language Shall I Study?* The student is advised to choose his language in the light of his interests and probable future work. A radio series, *Passport to Languages*, broadcast over WBGO and designed to complete the linguistic guidance pattern, has been written by teachers. Opportunities are thereby afforded to hear the different foreign languages spoken in skits enacted by students.

Subject Teachers Associations

Motivated by a genuine professional spirit, the teachers of several subject areas have organized into local subject area associations. Professional meetings are held at designated intervals during the school year at which members have occasion to discuss common problems incidental to teaching in the specified area, and to listen to inspirational talks by nationally recognized authorities in the respective fields. The Foreign Language Teachers Association, the Science Teachers Association, the Mathematics Teachers Association, and the So-

cial Studies Teachers Association have been especially active in this undertaking.

Many things are contributing to success in teaching. Modern methods are aided by having good materials available. Up-to-date textbooks and reference works, the well stocked audio-visual aids department, the school radio station, and our school libraries are all making their contribution. The debate, the project, the socio-drama have been added to the well organized recitation as today's methods of teaching. From this it is seen that the student as a person is being taught —taught to be well informed and active in his civic responsibilities.

SPECIAL EDUCATION

The Department of Special Education is charged with the responsibility for the placement and education of handicapped children. The department consists of a director, an assistant supervisor, a psychologist, eight supervising head teachers (school principals), and 148 teachers specially trained and certificated to cover teaching assignments in the areas of the mentally handicapped, the physically handicapped, and the socially handicapped.

The program of the department as a whole is guided by the director who is under the immediate direction of the Assistant Superintendent in Charge of Special Education and Services. The director is assisted by an assistant supervisor. The activities involved in administering and supervising the Department of Special Education are (1) placement of all children recommended for a program of special education (2) periodic evaluation of the offerings of special education (3) measurement of pupil achievement and adjustment (4) conducting research studies in the various areas of special education (5) improving and revising curriculum content (6) conducting an in-service training program for head teachers and teachers (7) devising and experimenting with techniques and materials to advance pupil achievement and



TRADE TRAINING FOR OLDER BOYS IN MONTGOMERY STREET
PRE-VOCATIONAL SCHOOL FOR BOYS

adjustment (8) planning professional meetings to promote community participation in the discussion of the program of special education (9) maintaining appropriate professional relationships with all divisions within the Newark school system and with other community agencies which are vital to the advancement of the program as a whole.

The pupils on roll in the Department of Special Education as of June 1, 1951 were as follows:

Mentally Handicapped	1,177
Physically Handicapped	
Braille and Sight Conservation	64
Orthopedic and Organic Disturbances	124
Deaf and Hearing Conservation	150
Home-School Service	64

Hospital Classes	73
Multiple Handicapped	66
Undervitalized	168
Socially Handicapped	85
Girls' Trade	183
Total	2,154

Organizational Advances

The needs of handicapped pupils in Newark continually call for revamping, reconstruction, and readjustment of the program as a whole. These changes have been characteristic of the growth of this department over the years. Certain program adjustments in the areas of the mentally handicapped and the physically handicapped have signaled this growth during 1948-1951. One important development has been the securing of larger school accommodations for mentally handicapped boys of the twelve-to-fourteen-year-age levels. Alyea Street School was closed and the total pupil and teacher personnel was transferred to the South Market Street School building. This building is sufficiently large to accommodate more boys of this age group. Also, mentally handicapped girls of ages fourteen and up were transferred to Girls' Trade School from State Street Pre-Vocational School for Girls, and girls aged twelve to fourteen years were sent to Wickliffe Street Pre-Vocational School for Girls. It was possible through this reorganization to close State Street School.

In the area of the physically handicapped, the program was expanded to include a new hospital class for St. Michael's Hospital thus extending services for hospitalized pupils to a total of four hospitals. The services for the hard of hearing were extended to include two more centers. An additional class was established at Eighteenth Avenue School for this type of pupil, taking the place of the full program which formerly functioned at Chancellor Avenue School. At Chancellor Avenue School, a part-time service was effected which



Courtesy of Newark Evening N

THE JOY OF HEARING

adequately served the needs of that area. The same type of service was introduced for the first time at Wilson Avenue School. These three centers plus one at Franklin School made a total of four centers in which a program was offered for the hard of hearing.

Program Growth

During the three-year period of this report, a curriculum council covering all the areas of the handicapped was organized within the Department of Special Education. The council, composed of special class teachers, has been building up resource materials for use with handicapped children, evaluating available materials in terms of the needs of these children, and indicating certain adjustments of the regular Newark courses of study in order to gear the materials to the levels which are appropriate for handicapped groups. The unique contribution of this council is its preparation of outlines for sequence offerings which will give continuity to the program for children from the primary age groups through the high school levels.

An important development of the special education program during the period of this report has been the extension of services to children of younger and older groups. This is particularly true with respect to deaf children of pre-school age, and to pre-school cerebral palsied children who have had special training in community classes operated by groups of parents on a voluntary basis. In the area of the mentally handicapped, curriculum offerings have been extended to include the sixteen-to-eighteen-year-old groups. For these pupils the emphasis is primarily on trade training. In this connection, provision has been made for placement, counseling, and follow-up services of pupils who have completed their trade training. The placement counselor of the department cooperates with the county vocational schools in regard to admission to those schools of certain older retardates recommended by the department. Psychological and counseling services have

been intensified during the past three years, particularly in the direction of providing personality evaluation of children through the use of projective techniques.

The psychologist of the department has been meeting with teachers and supervising head teachers to discuss methods of handling children who have shown marked instability in the classroom. A group therapy project has been started in one pre-vocational school, with the psychologist working with a small, carefully selected group of boys. As a result of this project, there has been a gratifying reduction in tension and an improvement of inter-personal relationships among the pupils selected for this kind of help.

The selection of physically handicapped children for special schools and classes has been facilitated by an arrangement through which department staff members serve as consultants in the various clinics of the Board of Education. This plan has resulted in an increased parental acceptance of special education programs, and in the determination, through teamwork procedure, of the most appropriate recommendations for special education services.

ADULT EDUCATION

An expanding and changing Newark will require an expanded program in the field of Adult Education, for it is now generally realized that education is a continuing process from childhood to old age. The Newark Board of Education is alert to the importance of providing educational opportunities for all.

Surveys show that large numbers of adults have a strong desire to continue their education. To meet this continuing demand for new educational opportunities, two types of schools are provided by the Board of Education. The first type is for people who may have graduated from elementary school, high school, or even college. A citizens committee guided by an administrator who is appointed by the Board of Education provides the needed academic, cultural, and recre-

ational courses. A small fee is charged for enrollment in each course. The classes meet one evening a week for two terms, a total of twenty weeks. The offerings are flexible and expand or contract to meet the needs of interested adults. The second type of school is free and offers instruction to those of foreign birth who wish to become citizens, and to those of American birth who, in their early years, were unable to acquire the rudiments of an education equivalent to that offered in the elementary schools.

Fee-Supported Adult Schools

There are three fee-supported adult schools sponsored by the Board of Education—North Newark, Weequahic, and West Side. All are popular and continue to be well attended. Courses are offered in social dancing, contract bridge, painting, ceramics, photography, English, Italian, French, clothing and millinery, public speaking, psychology, golf, salesmanship, stenography and typewriting, accordion, piano, and voice.

The North Newark Adult School offered 19 courses in the fall and 17 courses in the spring of 1950-51. There were 848 persons in attendance during the year. A course in memory training by Dr. Bruno Furst proved to be the most popular course; during the past three years 325 adults were enrolled in the course. An important event of the year for the North Newark School was the organization of a course in human relations in cooperation with representatives of various interested civic groups.

The West Side Adult School was organized in the fall of 1947 and has been attended by more than 1,500 students every year since it was organized. An average of 35 courses has been offered each term. The courses in small boat handling and police promotion training proved to be the most popular; 240 attended the former and 275 the latter during the past three years.

The Weequahic Adult School continues to have the larg-

est registration in the city. There was an attendance of 2,338 last year. As elsewhere, a wide choice of subjects was offered, 38 in the fall and 39 during the spring term. Psychology and philosophy continues to be the most popular course, 233 students having attended during the past year.

Americanization Classes

Large numbers of adults arriving from foreign lands seek an opportunity to read, speak, and write the English language and to be instructed in the meaning of American customs and government. There are also many American-born fathers and mothers, often in their later years, who avail themselves of the opportunity to learn to read and write, or to extend their knowledge of the rudiments of an elementary education. This opportunity is provided in the Americanization class. The need of such classes is apparent. At one center three years ago, the assigned teacher had to visit homes in order to complete the 15-student enrollment necessary to start a class; today there are three classes at that center with more than 63 students in attendance. During the past three years the Americanization classes of Newark have enrolled 4,584 students in the day and evening centers. At present there are six day centers with a total of 13 classes. There are six evening classes at Lafayette, five at Morton, three at Peshine, two at Madison, three at Camden, and two at Central Avenue Schools—a total of 21 evening classes. This represents an increase of six classes during the three-year period of this report. Last year 85 promotional certificates were presented at the "I Am An American Day" exercises in Branch Brook Park.

An interesting development in the field of citizenship training has been the development of Standards for Issuance of Citizenship Course Certificates for foreign-born students who are candidates for naturalization. Students who have attended Americanization classes and have met the standards will be granted certificates which will be acceptable for final citizenship papers in lieu of examinations by the naturaliza-

tion court. These standards have been approved by the United States Department of Justice, the Immigration and Naturalization Service, the New Jersey Federal Court Judges, and the Commissioner of Education of New Jersey.

NEWARK PUBLIC SCHOOL OF FINE AND INDUSTRIAL ART

The year 1950-51 marked the 69th anniversary of an advanced art school maintained by the Board of Education for the city of Newark, the Newark Public School of Fine and Industrial Art. This school, originally known as the Fawcett School of Industrial Arts, received its present name in 1928 and three years later was transferred to its specially designed building located at William and High Streets. Over the years the school has provided top-level art instruction for talented elementary school pupils and for higher age groups, including adults. In order to provide this community service, the Board of Education has staffed the Newark Public School of Fine and Industrial Art with instructors who are successful artists, and has operated the school in three divisions—the day, evening, and Saturday morning—so that as many students as possible might attend. During the year 1950-51, the day school enrollment was 469, the evening class enrollment was 643, and the enrollment of the Saturday morning classes was 549.

Scope of the Program

The purpose of the school is to make art instruction available to those who wish to continue with the training received in the schools or who wish to prepare for an art career. The day school offers a choice of three-year courses covering all the major fine and commercial arts. The first year of each course is devoted to foundation work which prepares the student for specialization. The course offerings include advertising design; architecture; fashion illustration and costume design; cartooning; display; industrial design; pictorial illustration; textile design; mural, portrait, and landscape

painting; ceramics; and sculpture. Display and industrial design were added within the past three years to meet specialized needs of students. Upon satisfactory completion of a three-year course the student receives a certificate of graduation. The evening division also provides a wide range of courses, mostly for men and women employed in other fields who wish to extend their art abilities and interests. The Saturday classes offer training to children of marked ability whose ages range between twelve and eighteen years.

Other Service to the Community

The Korean conflict brought a new problem to the school; and always alert to the needs of the time, the school met the challenge directly. A new curriculum was immediately set up called, *Technical Illustration for the National Emergency,* containing all the courses suddenly needed by industry and the armed services. Faculty members who had successfully taught or engaged in this type of work during World War II were called upon as instructors. A group of students preparing themselves for places in industry took up the new courses, and within one year found themselves adequately trained to qualify as draftsmen and cartographers. A group of younger students facing the draft also took up the work, and when called into service found that their work in these courses equipped them for better service in specialized fields—illustrators for training manuals, graphic artists, medical illustrators, draftsmen, engineers' assistants, and cartographers.

Other service to the community since 1950 include the designing and execution of a widely circulated poster for the School Civil Defense Council, as well as many other designs and posters for defense units, schools, and philanthropic organizations. The Civilian Defense Corps poster, *Six Survival Secrets*, presented in dramatic, graphic fashion the advice to be followed in case of atomic attack. One thousand copies of this poster were printed and displayed in schools and other prominent places as a part of the defense program.

6 SURVIVAL SECRETS

FOR ATOMIC ATTACKS

ALWAYS

PUT FIRST THINGS FIRST AND

1



TRY TO GET SHIELDED

If you have time, get down in a basement or subway. Should you unexpectedly be caught out-of-doors, seek shelter alongside a building, or jump in any handy ditch or gutter.

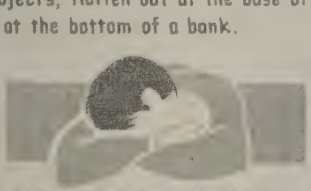
2



DROP FLAT ON GROUND OR FLOOR

To keep from being tossed about and to lessen the chances of being struck by falling and flying objects, flatten out at the base of a wall, or at the bottom of a bank.

3



BURY YOUR FACE IN YOUR ARMS

When you drop flat, hide your eyes in the crook of your elbow. That will protect your face from flash burns, prevent temporary blindness and keep flying objects out of your eyes.

NEVER

LOSE YOUR HEAD AND

4



DON'T RUSH OUTSIDE RIGHT AFTER A BOMBING

After an air burst, wait a few minutes then go help to fight fires. After other kinds of bursts wait at least 1 hour to give lingerin radiation some chance to die down.

5



DON'T TAKE CHANCES WITH FO OR WATER IN OPEN CONTAINE

To prevent radioactive poisoning or disease, select your food and water with care. When there is reason to believe they ma be contaminated, stick to canned and bottled things if possible.

6



DON'T START RUMORS

In the confusion that follows a bombing, a single rumor might touch off a panic that could cost your life

PREPARED BY THE NEWARK SCHOOL CIVILIAN DEFENSE COUNCIL
THE NEWARK SCHOOL OF FINE AND INDUSTRIAL ART

The school sponsored a highly successful art contest for servicemen in nine neighboring army camps, and honored the participants with a reception and critique at the school. The contest was limited strictly to fine arts. Each soldier was permitted to enter one or more of his works in sculpture, painting, and jewelry. A school jury selected the winners, and the top winners received awards of art supplies donated by an art supply company. This contest served as a spur and inspiration to hundreds of draftees who, homesick and unaccustomed to the rigors of camp training, suddenly found themselves thinking and planning in terms of art and beauty. Many of the boys who entered the contest are still in correspondence with the school for advice and friendly service.

Looking to the Future

Plans are being made to revive the alumni association and to launch the next season with an exhibition of recent alumni work. The day school student council is sponsoring a scholarship competition for out-of-town students and plans to maintain one such student in school for three years. Going into its 70th year, the Newark Public School of Fine and Industrial Art pledges to continue its service to the community and the country in the creation of better artists.

COMMUNITY RELATIONS

The public schools of Newark are an important part of the community. The Board of Education and the school administrators have held that the most effective school program is that which extends its contacts beyond the confines of the school building and which is aware of community needs and relationships. By proceeding on this basis, both the schools and the community benefit.

The Schools and the Community

The relation of the school to the community is felt in many ways. Each school serves the educational needs of its own district and works closely toward a better school-com-

munity understanding. Parent-Teacher Associations play an important part in interpreting the schools to the public and in actively supporting increased school budgets and the expansion of the educational program. The schools engage in fund-raising campaigns for the American Red Cross, the American Cancer Society, the Community Chest, the Memorial Day Collection, the National Foundation for Infantile Paralysis, and the Newark's Penny Collections in the Schools for Historical Plaques—campaigns that have been highly successful over the years. They work closely with the Boy Scouts and Girl Scouts organizations in promoting the activities of those groups and in supplying leadership. They work closely with the Newark Museum and the Public Library and its branches to receive the benefits of those organizations and to make the citizens of Newark aware of the excellent facilities which those organizations provide. They cooperate with the Newark Safety Council and receive inspiration and helpful guidance in motivating the school safety programs. The schools have an active interest in the programs of the National Conference of Christians and Jews and the Urban League in promoting good will and understanding toward all religious, national, and economic groups. They benefit by the gifts of service clubs and business organizations as well as of individuals who are particularly interested in education and in civic growth. These close relationships, of which the schools are proud, are the outgrowth of keen community interest in the schools and the desire of the teachers, the supervisory staff, and the Board of Education to make the schools an effective, helpful part of the community.

Many of the activities referred to are covered in the various sections of this report where the relationship to specific phases of the program is shown. Mention is also made of the cooperation that exists with such agencies as the Department of Public Safety, the various social service bureaus, Station WATV, and the Newark Committee on Civilian Defense.

Athletic League Program

Another important contribution to community relations is the entry-fee league program sponsored by the Board of Education as a part of its city-wide recreation program. Each year approximately eight thousand participants enroll in the basketball leagues and ten thousand participants enroll in the softball leagues which make use of school athletic facilities and avail themselves of Recreation Department leadership. These leagues cater to young adults and teen-agers of various club and church teams, such as the CYO and the YMCA church teams, and to the leagues of practically all the large industries, insurance companies, banking firms, and utility companies of the city. The Board of Education collects the league entry fees and takes care of the bookkeeping, the organizing, scheduling, officiating, and policing. The Board of Education also makes available the school buildings, the playfields, and the stadiums for this purpose and supplies the facilities. The operational cost of personnel and equipment is offset by the entry fees. These leagues operate from 6:00 p.m. to 11:00 p.m. five days a week during their respective seasons and are scheduled on an assembly-line basis so that as many as possible may participate. This program adds extensively to the wider use of school buildings for community purposes.

Newark Clean Literature Committee and Clean City Clubs

Two activities that have not been previously touched upon but that are of equal importance as examples of cooperative effort toward a better Newark are those of the Newark Clean Literature Committee and the Clean City Clubs.

At its meeting of April 27, 1948, the Newark Board of Education approved the objective of the Newark Clean Literature Committee and authorized the Superintendent of Schools to participate in the activities of the committee in removing from newsstands literature which is considered objectionable to the character and morals of young people. During the past three years the schools have been active in

this campaign. The cooperation of the Parent-Teacher Associations in this work has been outstanding. Each elementary school principal has been chairman of a field committee of parents within each school district. These field committees, consisting of about five hundred workers, have made periodic visits to newsstands within each school district in order to improve the quality of magazines displayed and sold. This movement for clean literature has been successful in gaining the cooperation of distributors and newsstand owners so that, at present, many of the more objectionable magazines are no longer on display or on sale in most of Newark's stores. The Newark Clean Literature Committee is continuing its work and the schools are still participating in the campaign.

The Commission on Municipal Sanitation of Newark requested that the Board of Education authorize a cooperative effort between the pupils of Newark's schools and the Bureau of Sanitation with the purpose of making Newark a cleaner, healthier, and more attractive city. On recommendation of the Superintendent of Schools this request was authorized. In November 1950, each elementary school in the city organized a group of pupils into a "Clean City Club," under the guidance of a teacher-counselor. Buttons supplied by the Bureau of Sanitation identified club members. Weekly meetings of Clean City Clubs were held, and inspections of streets and yards were conducted by pupils. Assembly programs were held and speakers were obtained from the Commission on Municipal Sanitation. Many schools made a school-wide project of cleanliness and beautification, and attacked the problem with a positive approach which far exceeded the original plans. On the whole the project, which is a continuing one, has been approached from the educational point of view, and is an interesting, cooperative, practical, city-wide civic effort to improve the appearance of city streets and yards.



INDIVIDUAL FREEDOM—A LESSON IN DEMOCRACY

DEPARTMENTAL REPORTS

The broad area of pupil needs and the extent of school offerings to meet these needs call for the use of specialized departments and services to assist in the planning and supervision of the various school programs. The following departmental reports briefly indicate the purposes of each department, its activities, and the manner in which that department contributes toward meeting the educational needs of the Newark school system.

ART EDUCATION

Art education carries a great part of the responsibility for developing personalities and adjusting them in relation to one another. The art program is concerned with the development of the child as a whole; it provides for his growth intellectually, emotionally, socially, and aesthetically through varied art experiences. In this program, the role of the elementary classroom teacher becomes increasingly important because she is with the children all day and because she is the one who is in the best position to develop art in every classroom activity. There are few school activities in which art does not play an important part. Relatively few classroom teachers are prepared by training to cope with all the art needs of the curriculum or to meet the individual art needs in children. Therefore, the importance of the art specialist has been recognized. Although in many cases an art teacher's time must be divided between two or more schools, she is able to give valuable assistance to the teacher, and to stimulate and reinforce the creative development of the child. Her service greatly vitalizes art education.

The department's goal of providing at least a part-time art teacher for each school was reached in September 1950. No additional teachers were added to the corps. The plan equalized art opportunities for "all children in all the schools,"

and is largely responsible for the growing interest that teachers have shown in developing and renewing their own skills in drawing, painting, and crafts in order to improve their art teaching. More than one hundred teachers have taken advantage of the six professional improvement courses offered at the Arts Workshop.

To meet the demand for in-service helps engendered by better understanding of art in general education, the department has prepared bulletins for teacher use, as well as catalogs of its loan collections of prints, slides, and reference materials. The new *Art Guides,* prepared in the Art Department and sent to every teacher in the elementary and junior high schools, clarifies the teaching of fundamentals and lays the foundation of the program. A committee of secondary school art teachers is working on similar art guides for the high schools.

The art curriculum provides for integration with all other subjects, and allows for better understanding of other people and other civilizations. It gives children the opportunity to serve the community and to share responsibilities of a definite working democracy. Concrete examples are the exchange of work with other countries through UNESCO and the Junior Red Cross and the contributions of posters and illustrations for the National Humane Society, the Latham Foundation, the National Safety Council, the D.A.R., the Newark Water Department during the 1950 drought, and many other civic and cultural organizations. Posters were also prepared publicizing the visit of the Freedom Train to Newark and the city's observance of Rededication and Atomic Energy Weeks. The increasing number of requests from merchants for Hallowe'en window painting shows greater community interest in and appreciation of children's art work.

The Arts Workshop exhibition of children's work, emphasizing the democratic approach in art teaching, shows materials and processes that meet developmental needs and

achievements in terms of a child's maturity. A guide to the exhibit gives this picture of art activities in the schools:

> "Children experimenting, selecting, arranging, and enjoying materials in order to meet their present needs, and eventually forming a working pattern for use in all fields of adult living—in building or furnishing a home, choosing or making clothes, beautifying the community, and in providing endless resources for the enjoyment of leisure time."

Hundreds of children visit the workshop each term with their teachers. Faculty groups, student teachers from neighboring colleges, and many teachers from Newark and surrounding communities continue to visit the workshop for inspiration and help in their art teaching.

The talented children in our schools will be our future craftsmen, artists, architects, and industrial designers. These children are encouraged to attend Saturday morning classes at the Newark School of Fine and Industrial Art, where they may work with professional artists. At the secondary level, they may enroll in Arts High School and study art as a major subject. High school students may also attend the Art School's evening classes.

Newark children rank high as recipients of awards given by national, regional, and local groups interested in promoting fine citizenship through art channels. In the past three years, eight Newark Board of Education scholarships for study in the Newark School of Fine and Industrial Art have been granted to Newark high school graduates. Four Arts High School graduates were admitted last fall to Cooper Union, one of the country's leading art schools. One Arts High School student received the Fawcett Scholarship to Pratt Institute (offered every three years), and one was awarded a scholarship to the Washington, D. C., School of Art by the Latham Foundation.

With school administrators realizing more and more the importance of art in general education and desiring to maintain a functional and meaningful art program; with the Arts Workshop better equipped to meet the needs of teachers for in-service training; and with strong and emphatic leadership provided; our schools are better prepared to practice and promote our belief in freedom and to allow children to think independently and creatively. The Art Department looks forward to a better Newark, made so partly because the future citizens in the schools are given valuable art experiences, and because these future citizens come to know that only through the awareness and desire for good design can the visual aspects of our homes and city be improved.

ATTENDANCE

The Bureau of Attendance is a unit of the Board of Education whose chief function is to promote regular school attendance as prescribed by the New Jersey state education laws. Attendance officers are liaison officers between the home and the school. They are trained workers who interpret to the parents the problems of school attendance and request their cooperation in adjusting these problems so that all pupils may receive the benefits of a proper education.

The activities of the Bureau of Attendance consist of a 24-point program. The principal points are (1) enforcing the educational laws: investigating absentees, truants and non-attendants, admissions, changes of address, transfers and discharges (2) investigating school property destruction, theft, gambling, school disturbances, immorality, sale of tobacco or liquor to minors, or other law violations (3) supervising employment certification for minors, i.e., issuing work permits (4) maintaining the continuing school census (5) supervising operation of the Newark Schools Safety Patrol (6) supervising operation of school buses for transportation of handicapped pupils to Branch Brook School and other special schools (7) cooperating with Essex

County Juvenile Court (8) operating a special court for cases involving school law violations.

Conducting the Program

In promoting attendance and enforcing education laws during the school years 1948-49 to 1950-51, the bureau investigated 106,090 cases of non-attendance, absence, and truancy. Included in this total are 3,496 cases referred by parochial and private schools. In this three-year period the percentage of school attendance was raised from 89.6 in 1948 to 90.5 in 1951. Attendance officers made 32,790 calls to public and non-public schools and 163,993 visits to homes of pupils. Many of these visits were made at night in order to reach parents who work all day. The bureau has also developed a program of guidance interviews in connection with attendance referral cases, a program carried on by the field officers and the supervisory staff. As a guide for attendance officers, the bureau follows a regular case history outline in preparing reports for the various courts. All social case histories are reviewed by the executive staff of the bureau in an attempt to adjust each individual case. The policy of the Bureau of Attendance is to file a complaint against a pupil only when it is absolutely necessary, and only after every other effort has failed to adjust the student. In assisting pupils to make satisfactory adjustments, there were 33,996 parent interviews conducted during the three-year period.

The School Census

Each summer the Bureau of Attendance takes the annual school census of all students between the ages of birth and eighteen years, or older if attending school. The bureau census files consist of approximately 200,000 census cards. One file is arranged according to street and the other is arranged alphabetically according to the students' last names. In order to keep the school census up-to-date at all times, in addition to the yearly census the officers amend approximately 8,000



WE'RE GOING TO THE ANNUAL THEATER PARTY OF THE SCHOOL SAFETY PATROL

cards due to transfers, admissions, and changes of addresses of students during the year. The census is very valuable to the Bureau of Attendance, other departments in the Board of Education, federal and state governments, county and municipal departments, and all welfare agencies in locating children in the city of Newark.

Pupil Safety and Welfare

The School Safety Patrol is under the supervision of the Bureau of Attendance. The Department of Public Safety has assigned two policemen to supervise the city-wide patrol of approximately 3,600 pupils. The School Safety Patrol seeks to safeguard pupils from traffic dangers, and thus relieves the anxiety of parents whose children are forced to cross hazardous streets in going to and from school. The two

police officers made 4,598 inspections of patrol units in operation.

The bureau continued its emergency allotment of shoes and other wearing apparel for indigent children in order that they might attend school regularly. The monies for shoes are appropriated yearly by the Department of Public Affairs, and accounting of expenditures is made to that department. The approximate amount appropriated each year is $3,000 and additional funds are contributed by the bureau and interested friends. In the period covered by this report 8,023 clothing items were dispensed to needy pupils, including 3,035 pairs of shoes.

Because of the growing number of complaints received regarding vandalism, breaking and entering into schools, thefts, immorality, and various other violations of the juvenile laws, the Bureau of Attendance has assigned an attendance officer as an acting special investigator. Approximately 900 special investigations were made, with the majority of the cases adjudicated by the bureau.

The transportation of physically handicapped and cardiac children to the various special schools is under the supervision of the bureau. Eight school buses under contract with the Charter Coach Corporation transport approximately 320 children each day. In the three years reported, there were 130,110 pupil-passengers transported. A clinic car was also assigned to the Branch Brook School for the transportation of all students to the various clinics throughout the city and for transporting ill pupils to their homes during school hours whenever necessary.

Through the cooperation of Camp Sunnyside, Camp Eastwood, and Bonnie Brae Farm, camp placements were available to underprivileged children. During the three-year period, 64 children were sent to these camps through the bureau. Attendance officers making applications for children

in their districts had the responsibility of following through on the physical examinations of these children, which were necessary before they entered camp.

A Summary of Activities

Many things contribute to good school attendance as shown by the above activities. Among statistics reported for the combined three-year period of 1948-49 to 1950-51 are the following:

Visits made to homes of pupils	163,993
Parents interviewed by staff members	33,996
Legal notices served	4,017
Parents prosecuted for violation of Compulsory Education Act	77
Cases cleared through Social Service Exchange	468
Cases referred to other social agencies	599
Contacts made with social agencies	2,277
Transfer cards investigated by attendance officers	53,295
"Regular Employment Certificates" issued	16,447

BUSINESS EDUCATION

A most important function of our secondary schools is to develop a philosophy of life and to educate our young men and women for a more worthy type of citizenship and a broader world outlook. In fact, the chief aim of all education is to mold the thinking of the individual so that young men and women may become an influence for good in the community in which they live. In times such as the present, teachers are required to exert a much greater influence than ever before in directing the thinking of young people in order that they may bring about higher social and economic standards of living. The responsibility of this activity is shared by the classes in business education.



STENOGRAPH—MACHINE SHORTHAND IN EAST SIDE HIGH SCHOOL

On an average, 5,600 students have been enrolled in the business education courses that are given in the eight senior and six junior high schools during the past three years. This number represents approximately 50 per cent of the total secondary school enrollment. During the past three years, all courses of study in business education have been revised and the necessary changes made to meet present day conditions as they prevail in the metropolitan area. This valuable work was accomplished with the aid of the business teachers who gave unstintingly of their time, without added remuneration.

Instruction in the business courses does not remain static. Constant vigilance is maintained to discover the very best methods of teaching in order to accomplish in the shortest time and the most efficient manner the results that are in

keeping with the pulse of the community. The public schools of Newark have been pioneers in teaching the use of office machines. During the past three years business education equipment has been brought up-to-date and all high schools which offer a full business program of studies are training students on all types of machines. In addition to typewriters, the present equipment consists of calculators; comptometers; adding and listing machines; duplicating equipment; and complete units of voice-writing equipment including dictators, transcribers, and recorder-shaving units. Thus the boys and girls of Newark are in a most advantageous position to profit by the improvements of modern equipment and teaching materials that are in keeping with the times.

An unusual and interesting experiment is being operated in the East Side High School. Teaching the Stenograph, or machine shorthand, has never been tried over a two-year period in any high school in this country. Stenographic Machines Incorporated, of Chicago, is sponsoring this program with the consent of the Board of Education, the Superintendent of Schools, and other interested parties. This experiment began in September 1950 and will continue through June 1952. The results to date have far exceeded expectations. At the end of a two-year course in pencil or pen shorthand, students throughout the country generally are able to write from 80 to 100 words per minute. Rarely is there a student who exceeds these speeds. The students who have completed two years with the Stenograph write from 100 to 160 words per minute, with the major portion of the class writing at the 140-word level. A large proportion of our court writers are developed from students who have been trained on this machine. Corporations and large business enterprises are seeking more and more operators who have had training on the Stenograph. One great advantage is that students are able to read the notes of other students trained on the machine. This is a great time saver and has been found to be the most efficient method where extensive



SCHOOL CHILDREN ENJOY COMPLETE LUNCHES

correspondence is required. This experiment is typical of the activities which the Department of Business Education employs to provide a forward looking program for the business education students of Newark.

CAFETERIAS

One of the happiest periods in the school day is lunchtime, frequently referred to as "goody-goody time" by our young children. Many pupils from the first through the twelfth grade take advantage of the school lunch program. In looking over the numbers, interested citizens may ask "Why do so many children eat lunch at school?" The reasons are many. To build sound minds and healthy bodies for all children, the Department of School Cafeterias assures hot, nourishing lunches with milk, whether children can or can-

not afford to pay. To this purpose the department dedicates its nutrition program. Through the aid of the National School Lunch Act a federal school lunch subsidy is granted for each nutritionally complete meal served to children in the school cafeterias and for the mid-morning milk program in Newark's elementary schools. Children pay 25 cents for each complete lunch with milk; and in the elementary schools children pay five cents for each half pint of milk served during mid-morning periods. More than one third of the elementary school children to whom lunch is served are in the primary grades, many are but six to nine years of age. The distance between home and school does not permit children to travel to and from school at lunchtime since school lunch periods are relatively short. Many children from homes where both parents are employed eat their lunch in the school cafeteria, the parents knowing that their children will receive proper food for their noontime meal. All these factors contribute to the large number of children who are served lunch in the 36 school cafeterias.

Expanding Cafeteria Service

To meet the requirements of Newark's increasing population, concentrated in congested districts, it is necessary to erect modern cafeterias in existing school buildings. Some school cafeterias are built to answer the needs of large numbers of children dwelling in and near low-income housing; others are built to provide for children who live a long distance from the school. Population trends and future home construction will determine further requirements for additional school food service.

During the three-year period of this report, the Board of Education replaced five outmoded cafeterias with five new ones — Eighteenth Avenue, Fourteenth Avenue, Robert Treat Junior High, Ridge Street, and Wilson Avenue Schools. A cafeteria was also included in the new Dayton Street School. Bond issues in May and August 1950 provided the



TIME OUT FOR MID-MORNING MILK

Board of Education with funds for building seven new, colorful cafeterias—Franklin, Hawkins Street, Ivy Junior High, Madison Junior High, McKinley Junior High, Morton Street, and Summer Avenue Schools. Equipment deliveries for these seven cafeterias are not complete at this writing but these new units will soon be in operation.

Educational Values of the Cafeteria Program

School administrators and teachers realize more and more the opportunities afforded for instruction and learning through the school cafeteria program. Children learn how and what to eat; they learn and develop good health habits. The experiences of children in the cafeterias are often incorporated with the work in language arts, arithmetic, and social studies. Children frequently discuss and prepare written

lessons on health habits they learned in their school cafeterias. They are made aware of the necessity for washing their hands before they eat, of tasting foods which are new to them, and of chewing food well and with the mouth closed. As part of the course of study in the pre-vocational classes of special education, students prepare, serve, and sell cooked foods in actual, funtioning environments—their school cafeterias.

Civil service cafeteria employees are given an in-service training program under the supervision of the Director of Home Economics in Charge of Cafeterias. The in-service training program consists of on-the-job training, lectures, demonstrations, and discussion-group meetings in various school cafeterias in different sections of Newark. Prospective cooks are assigned on-the-job training for three successive weeks in a high school cafeteria to learn quantity cookery, with the guidance of an experienced, trained cafeteria manager. In addition, six two-hour classes are held annually for cooks; four two-hour classes of instruction are offered to food service workers; and cafeteria managers meet monthly for a two-hour class discussion. At all classes, techniques and procedures of food preparation and service are taught and discussed. Special emphasis is given to sanitary techniques and safety in food handling.

The following statistics indicate the extent of food service provided by the school cafeterias:

COMPLETE LUNCHES WITH MILK*

	Total Meals	Free Meals	Paid Meals
1950-51	937,045	153,731	783,314
1949-50	1,015,615	156,407	859,208
1948-49	929,487	104,783	824,704

ELEMENTARY SCHOOLS' MID-MORNING MILK

	Total Half Pints	Free Half Pints	Paid Half Pints
1950-51	2,049,094	78,251	1,970,843
1949-50	2,166,854	71,340	2,095,514
1948-49	1,965,188	51,527	1,913,661

*A la carte foods not included in this report

CHILD GUIDANCE

During the three-year period of this report, the Department of Child Guidance has continued to give mental hygiene service through a staff of five visiting teachers, four psychologists, and one psychiatrist. This mental hygiene service can be described as preventive, clinical, and educational.

The preventive aspect of child guidance service is approached through the discovery of group needs, a discovery that is achieved by working with individual pupils. As child after child is studied, the department finds causes of maladjustment which influence many children. These causes can be reduced by changing school practices or by developing facilities to meet the needs of this large number of pupils. Recommendations of this nature are made by the department to the school administrators.

Another mental hygiene service of the Department of Child Guidance might be called "in-service training" of teachers. This is a matter of helping the teacher to understand why children develop the difficulties that they do, how to treat these difficulties when they are present, and how to prevent the development of maladjustment by meeting the special needs of both individual pupils and groups of pupils. During the past three years, the department has continued with this in-service training part of its program by talks to groups of teachers and by case conferences at the schools, but chiefly by discussions with individual teachers based on cases referred by the teachers and studied by this department. The department has emphasized that good pupil-teacher relationship is necessary to the satisfactory adjustment of the pupil in school and to his desirable personality development. It has also emphasized the importance of discipline through acceptance rather than rejection, and the fact that the child's self respect is essential to his mental health.

Clinical Service

The department has continued to give clinical service to

individual pupils through the work of the visiting teachers, the psychologists, and the psychiatrist. Visiting teachers, as usual, have been assigned two schools each and they have served as regular members of the staffs of those schools. As usual, the school psychologists have been assigned to the schools of the city so that each is responsible for an equal amount of service.

During the three-year period of this report, there has been a definite increase in the consultation service given by visiting teachers and psychologists. This means that fewer cases are given "full service" and that more cases are helped by talking the problem over with the teacher and helping her in her work with the child. Each year the Department of Child Guidance sees about 4,500 individual cases.

Parent Education

Another phase of the mental hygiene service given by the department during the past three years has been parent education. Many of the difficulties of maladjustment and personality development which children show in school are the result of poor child training in the home. In the treatment of problem children, it is necessary to work with the parents. From the standpoint of prevention of mental hygiene problems, it is necessary to work with groups of parents.

Probably the best parent education work done by the Department of Child Guidance has been through interviews with the father or mother, or both, of children seen in clinical service. The visiting teachers, particularly, may carry on an educational program with these parents which lasts for months. However, department staff members continue to meet with *groups* of parents to carry on parent education. Such groups are usually a part of the Parent-Teacher Association of the school, meeting to discuss common problems in child training. The policy has been to give a series of talks, since a single talk or discussion is not efficient. The series runs

over a period of weeks or months and is a helpful method of improving the cooperation of the parents in proper child training.

From the standpoint of parent education, an effective job has been done during the last three years through the use of radio which reaches a larger audience than is usually available. During the school year 1950-51 use was also made of television for parent education, with weekly discussions of child training problems televised over Station WATV.

HEALTH EDUCATION AND SERVICE

The purpose of the Bureau of Health Education and Service is to promote the physical welfare of pupils and Board of Education employees, both instructional and non-instructional. The responsibility of administering the various health services rendered in the schools and Board of Education clinics, as well as the supervision of the program of health education pursued in the classroom, falls within the scope of this bureau. The following activities indicate the nature of the bureau's contributions to the school system:

Promoting the physical, social, and mental health of the school child through health instruction; health examinations; and conferences with pupils, parents, and teachers.

Selecting pupils with vision, hearing, heart, orthopedic, and nutritional defects; and providing guidance in the placement of these pupils for their educational advancement.

Helping to prevent children's diseases and disorders by means of diphtheria prophylaxis; smallpox vaccinations; Schick, Dick, and tuberculin testing; and chest x-rays.

Detecting physical defects as early as possible by health examinations, audiometer tests, orthopedic and orthoptic examinations, dental and growth surveys.

Assisting in the correction of all physical defects by referring pupils for medical and dental care.

Giving first-aid care to pupils and school personnel in case of accidents or other emergencies.

Examining applicants for employment by the Board of Education.

SERVICES IN THE SCHOOLS, 1950-51

Total number health examinations	39,589
Pupils referred for medical care	43,419
Pupils referred for dental care	33,753
Pupils received medical or dental care	57,980
Pupils treated by private physicians	19,597
Pupils treated by private dentists	13,451
Conferences with parents, principals, teachers	75,622
Pupils vaccinated	429
Pupils protected against diptheria	493
Pupils excluded for suspected contagion	1,236

SERVICES IN THE SCHOOL CLINICS, 1950-51

Total number examinations (all divisions)	25,553
Pupils examined	24,866
Employees examined	687
Pupils recommended for special placement	227
Glasses prescribed	1,067
Glasses furnished by Board of Education	483

These numerous, varied, and often highly specialized services are performed by trained personnel organized into divisions, functioning under the director of the bureau. These services are outlined briefly in the following sections.

Cardiac Division

The Cardiac Division supplies a consultation service for the school physician so that he may determine more accurately the school which the cardiac child should attend. Dur-

ing 1950-51, there were 97 new cases examined; of these, 45 had rheumatic heart disease, 13 had congenital heart disease, and 39 gave no evidence of a heart defect. Thirty were placed in special cardiac classes at either Branch Brook School or Arlington Avenue School. The personnel administering this program cooperate closely with the family physician and with several first-class cardiac clinics now existing in the city and suburbs.

Dental Division

This division has as its aim the prevention of dental defects, utilizing every opportunity to emphasize the advantage of early dental care. In the dental surveys conducted in six schools during the past year, 4,389 pupils were examined and 3,096, or 70 per cent, were found to have defective teeth. At the clinic 9,337 operations were performed in the Dental Division.

Orthopedic Division

The Orthopedic Division makes examinations and recommendations in relation to those pupils who have physical handicaps of a structural or functional nature which impair the body mechanics. Many children with minor defects are benefited by corrective exercises. In the past year, there were 1,165 pupils examined in the Orthopedic Division and 5,140 received corrective exercises.

Orthoptic Division

The orthoptic service is available to Newark public and parochial school pupils who have ocular muscle defects. There is a team of specialists who supervise these services and provide the corrective exercises. In a survey made in the schools during the past year, 1,237 pupils of the first through the fourth grade were screened for ocular muscle imbalance. Of these, 258 had some imbalance and were referred for fur-

ther analysis and exercises. At the clinic 2,544 pupils were examined in the Orthoptic Division, 397 received exercises.

Ear Division

Auditory defects are determined in this department by means of physical examination and audiometric examination and recommendations for proper placement of partially and totally deaf children are made. During 1950-51 the hearing acuity of 5,609 pupils in the third, fifth, and sixth grades was individually tested with the audiometer; 365 pupils failed the test and were referred to the Ear Clinic for examination by the otologist. The pupils finally recommended for placement in a hearing-conservation class were approximately 1 per cent of the total number examined. This is the national average for pupils needing special aid because of a loss of hearing acuity.

Chest, Pathological, X-Ray Divisions

A tuberculosis case-finding survey is made each year. This is compulsory for pupils in grades 9 through 12, and voluntary for pupils in grades 7 and 8. The following statistics indicate the extent of the program in grades 9 through 12 for 1950-51.

Number of pupils subject to examination	11,107
Number of pupils tuberculin tested	9,691
Number of x-ray examinations	3,439
Number of healed primary tuberculosis	254
Number of reinfection tuberculosis	21

Of the 21 who showed reinfection, four were active cases of tuberculosis and were excluded from school; the 17 arrested cases were permitted to remain in school under observation. In the near future it is planned to extend the survey to selected grades of the elementary schools—probably kindergarten or grade 1, grade 3 or 4, or grade 7 or 8.



A MOTHER ATTENDS A PERIODIC PUPIL-HEALTH EXAMINATION

School Nursing

The school nurse cooperates with the principal, school physician, teachers, and other school and community personnel to promote the health of school children and, in so far as possible, that of pre-school children and adults. She strives to prevent disease and disorders of children and to provide proper care for pupils who need special medical attention.

A basic phase of the nursing program is the weighing and measuring of all elementary school pupils three times a year. The height, weight, and gain or loss are recorded on each pupil's cumulative health record and on his report card. This becomes a permanent record of the child's progress in physical growth. The growth survey reports from the various elementary schools are summarized following each survey.

PUPIL-GROWTH SURVEY SUMMARY FOR 1950-51

	Number Weighed	Number Losing Weight	Per Cent Losing Weight	Number Having Milk at Mid-Morning
September-October	43,001	1,664	3.9	14,355
January-February	43,229	2,611	6.4	13,505
May-June	43,562	2,702	6.2	13,828

In the past year, 57,980 pupils received medical or dental care largely as a result of the nurses' work. The number of parent-nurse conferences, at which the nurse and the parent talked over the pupil and family health problems, was 36,032, of which 4,482 were held at home and 31,550 at school.

The teachers of home nursing and of child development and care in the high schools are also registered nurses. Approximately 4,000 students are enrolled in their classes each year. Beside teaching courses in the above subjects, several of these teachers give courses in personal health; first aid; safety, including safe driving; nutrition; and personal adjustments.

Nutrition and Health Education

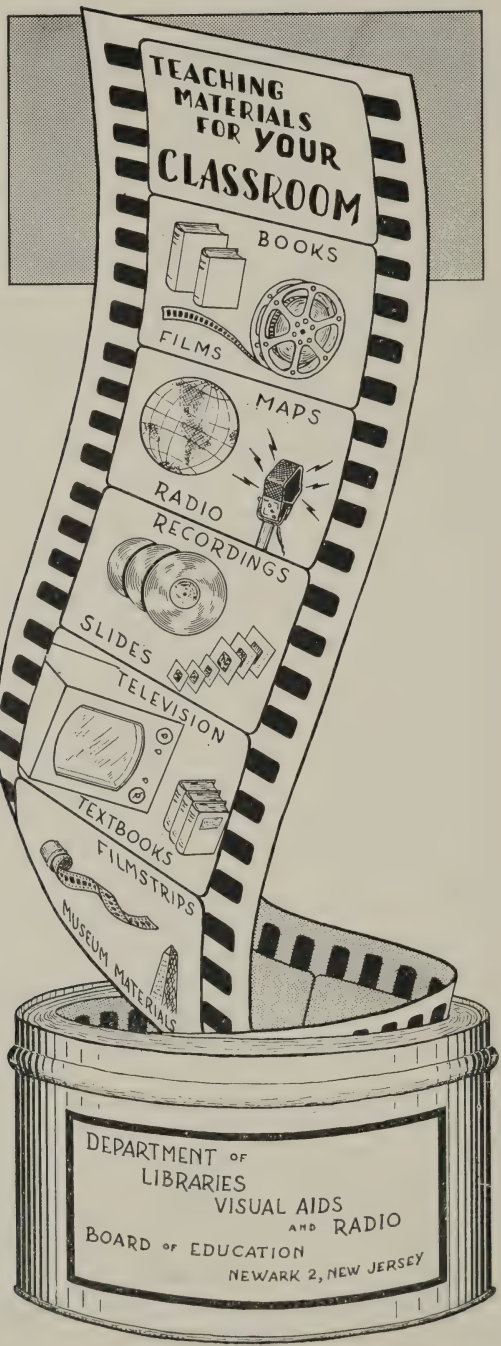
The objectives of nutrition and health education indicate that all members of the school staff share in the responsibility for the school health program. The classroom teacher has a major responsibility in this area for she is more closely associated with the child for longer periods of time than is any other member of the school staff. However, the child's experiences in the health office, the cafeteria, the gymnasium, and shop all have a distinct bearing on his attitudes toward health and on his health practices. Health education is not limited to physical health alone but includes mental, emotional, and social health as well. Steering committees in health education have been organized in each elementary school to evaluate the health situation within the school, to point out existing needs or problems, and to suggest possible ways of improving the situation. Through the work of these committees some schools have improved certain aspects of their health

program through an increase in the number of children having milk at school, a greater acceptance of new foods served in the cafeteria, the recognition of the school lunch as a part of the educational program, and a greater awareness of the environmental factors.

A committee of teachers, representing the seventh and eighth grades, has been organized and is at work developing a health-safety curriculum guide for these grades in the elementary and junior high schools. Similar guides prepared for the primary and intermediate grades in 1946 and 1947 are now in the process of being revised. The Department of Reference and Research administered a health education test to all grade 8A pupils in November 1950 in cooperation with the Supervisor of Health Education. The analysis of the test results by health areas and the follow-up program were of value as an index to curriculum revision.

LIBRARIES, VISUAL AIDS AND RADIO

Until a few decades ago man perpetuated his experiences through the processes of writing or drawing. In a brief period of time, however, he has introduced many technological devices, altering to a great extent the channels of communications among mankind. The printed word has not been replaced by the newer media for the transmission of ideas. Rather, it has been supplemented, so that the methods of approach to children's minds have been multiplied. Language, in its variety of forms, finds expression in books, radio programs, telecasts, projected slides, film-strips and motion pictures, maps, recordings, and a host of other teaching materials. These vitalize learning whether imparted in classroom, home, theater, library, or elsewhere in our complex civilization. Education is not a process confined to the school. The television screen, the radio, the motion picture, and the popular illustrated magazine also provide the raw materials of instruction wherever people use them. The compelling techniques of the mass media of communication require educators


TEACHING MATERIALS FOR YOUR CLASSROOM
BOOKS
FILMS
MAPS
RADIO
RECORDINGS
SLIDES
TELEVISION
TEXTBOOKS
FILMSTRIPS
MUSEUM MATERIALS
DEPARTMENT OF LIBRARIES VISUAL AIDS AND RADIO
BOARD OF EDUCATION
NEWARK 2, NEW JERSEY

to re-appraise their traditional teaching materials in order that schools may keep pace with modern civilization.

The Department of Libraries, Visual Aids and Radio in adapting its program for the provision of instructional materials for a changing Newark has a manifold purpose which results in the acquisition, organization, distribution, circulation, and effective utilization of a panorama of teaching aids and materials. The department, through its own services and in cooperation with other public agencies, makes a broad contribution to the schools' instructional program.

Audio-Visual Center

The center is an agency for the selection and distribution of other than printed materials of instruction and audio-visual equipment. It serves as a means for instructing teachers in the use of projection facilities and the more effective utilization of these tools of learning. Locally needed visual aids are produced by this division of the department.

Resources—3,000 films, 3,000 filmstrips, 2,000 recordings, 30 slides and hundreds of unmounted pictures for opaque projections

Guides —*Audio-Visual Catalogue* and its supplements
Book, Film and Radio Guide
Preview of new materials each week at Audio-Visual Center

Lessons —Instructions given for motion picture, filmstrip, slide and opaque projectors, as well as playback and tape recorder

School Radio Station WBGO and Television Programs

WBGO-FM produces programs for the Newark school community. The majority of its programs are for classroom listening. These are planned, and often written, in cooperation with subject supervisors and their teacher committees.

Other broadcasts are planned for the parents of Newark school children; still others, to acquaint the general public with the Newark schools and teachers. In producing these programs, WBGO receives the cooperation of the entire school system and of community groups and organizations such as the Newark Museum and the Parent-Teacher Associations.

Parents of Newark school children may make weekly visits to their schools by tuning in their local television station each Wednesday. At that time the Board of Education's 30-minute telecast *Report to Parents* is aired. The series, which is a joint experiment in educational video by the schools and the commercial station WATV, features pupils and classroom teachers in their normal school-day environment, the classroom. A typical classroom has been set up at the studios, with a change in desk sizes for various grades. For each lesson taught, the instructional materials typical to that class are added to the room so that viewers see how globes, flat pictures, museum objects, films, recordings, and demonstrations supplement the textbook. Lessons in the series include eighth grade art and science, second grade reading, third grade music, posture, fourth grade health, and high school social science and English. These programs are developed as a cooperative project of the Department of Libraries, Visual Aids and Radio and the Education Department of WATV, Channel 13, Newark 1, New Jersey.

Board of Education Library

The library functions primarily as a service for the Superintendent and his staff. While it is open to all employees of the Board of Education for reference and research, teachers in the schools are urged to borrow new professional materials from the Education Department of the Public Library. The Department of Libraries, Visual Aids and Radio approves all book and periodical orders for the school libraries.



EVEN THE YOUNGEST READ COMFORTABLY IN THE NEW DAYTON STREET SCHOOL LIBRARY

Textbook Library

This collection is a reference and lending library of texts and other teaching materials approved for school purchase. The modern textbook, with its attractive format, good illustrations, maps and charts, and its accompanying film or filmstrip, is closely related to library and audio-visual materials. Since the principles guiding the choice of textbooks and their supplementary aids are the same, coordination makes for wiser and more economical selection. This evaluative procedure is a cooperative enterprise in which hundreds of teachers and principals participate. The textbook committees, comprised of teachers and principals appointed by the Superintendent, study carefully all texts and materials submitted for adoption. Their recommendations are fully considered and acted upon by the Textbook Council which is

composed of administrators from the Central Office and school principals. Final approval of text books and supplies is vested in the Board of Education.

Newark Public Library

The Public Library, through its lending services to school libraries and classrooms, offers a most valuable service in the provision of supplementary reading materials. During the past three years, nearly a million public library books have been circulated by the school libraries. Many additional thousands of books have been placed directly in classroom collections in the schools. The Public Library, through its Educational Department, gives teachers an excellent service in the supply of materials needed for their professional growth. The Public Library and the schools cooperate in many other ways. One of these splendid activities is the visitation program in which staff members of the library go to the schools to talk with teachers and students about the facilities and services of the Main Library and its branches.

The Newark Museum

All grades from kindergarten through high school are serviced by the lending exhibits and the visiting privileges of the Newark Museum. Guided tours through the special exhibits provide excellent curriculum enrichment materials. The thousands of objects, specimens, and models loaned to teachers greatly enhance the entire teaching program. The museum also contributes to the educational program of the schools through its production of radio programs over WBGO for listeners in Newark's classrooms.

MUSIC EDUCATION

The Department of Music Education, believing that music is the heritage of every child, endeavors to develop each individual by providing opportunities for joyous and varied music activities. It believes also that to enjoy the great

world of music literature a child must become musically literate. Thus, side by side with a foundation of knowledges and skills, is built appreciation and performance.

The past three years have brought expansion and new experiences, especially in the fields of elementary instrumental instruction, in-service teacher training, and community services. Use of the flutophone as an introduction to instrumental instruction has led to an increase in elementary orchestra membership and has been a great help in improving tone, pitch, and rhythm. Itinerant instrumental instructors choose from flutophone classes those pupils who are eligible for school-owned instruments and train them for the orchestra. The best players are then selected for the All-City Elementary Orchestra which, in 1951, had over 70 members. Classroom teachers who are uncertain in musicianship need music aids, and, therefore, appreciate the assistance given by the flutophone, xylophone, and the auto-harp. Publishers of music textbooks provide further help for teachers by preparing albums of recordings to accompany their books.

Professional improvement courses, under Board of Education supervision, have been made available to teachers by the Department of Music Education. Those offered include two in *Kindergarten and Primary Songs and Methods*, one in *Music in the Elementary Assembly*, one in *Piano Instruction*, and two in *Music Methods and Materials—Grades* 6-8. The last named, after being repeated for three terms, was incorporated in the schedule of a local university.

Requests for bands and other ensembles for community gatherings have increased to such an extent that regulations may have to be established to limit the number of appearances. During the past three years, groups have been called on for 14 parades, 26 Welfare Association lunches, and numerous civic club meetings and dinners. The Alumni Chorus, too, appears at the Home for the Aged, hospitals, and various other places.



MUSIC, ART, DRAMA—A GRAND OPERA PERFORMANCE RESULTING FROM COORDINATED EFFORTS OF FACULTY AND STUDENTS IN A NEWARK HIGH SCHOOL

Outstanding events of the years 1948-1951 include a band festival, an organ dedication, grand opera performances by high school students, and television programs. The band festival took place in June 1949 in the Newark Schools Stadium. Over 700 junior and senior high school students marched and played before an audience of 4,000 people. The program included performances by well-known guest artists and was concluded with selections by a massed symphonic band of 300 high school students.

Three high schools, one junior high, and one elementary school are now equipped with organs. The instrument at West Side High School was installed in February 1950, a gift of the teachers and children of Newark as a memorial to Paul H. Oliver, former Director of Music. The dedication

program was presented by talented musicians who had been fellow teachers, friends, and former pupils of Mr. Oliver. Since the organ will be played for and by students, it is a most fitting tribute to the man it honors.

The production of grand opera by high school students has been accomplished at Arts High School. A full year's time was required to prepare the orchestral arrangements, stage settings, and costumes, as well as to train the soloists and the chorus of 70 voices in singing and dramatics. The entire faculty and student body cooperated in this project. The resulting production of Mascagni's *Cavalleria Rusticana* in English was a milestone in the history of music education in Newark. Immediately following, plans were laid and work begun on a second opera. In May 1951, the last act of *Rigoletto* was sung in Italian. Both of these performances—a rare combination of art, music, drama, and youth—gave to the audiences of parents, administrators, and community leaders two unforgettable evenings of music.

A junior-high-level broadcast called *Hear Music Grow* has been added to the regular WBGO radio music programs of *Album of School Music* and *Journeys in Music*. From these programs the step to the field of television was a natural one, and in the series *Report to Parents* the Music Department televised two classroom music programs—one in music appreciation and one in beginning violin instruction.

The established program of music activities continues to function and expand so that the objective of music for every child may be realized.

PERSONNEL

The Department of Personnel is under the direction of the Assistant Superintendent of Schools in Charge of Personnel who is, in turn, a staff officer functioning directly under the Superintendent of Schools. He has general administrative authority over members of the instructional staff of the schools in personnel matters, including all phases of



NEW TEACHERS VISIT THE CLASSROOM IN ORIENTATION PROGRAM

the orientation and adjustment of new principals and teachers.

The Department of Personnel is concerned with the planning, coordinating, and executing of matters relating to the employment of the instructional staff of the Newark schools. It also has the responsibility of personnel matters affecting the non-instructional employees in the offices of the Superintendent and his official staff. In line with these activities, the department is responsible for the determination of instructional personnel needs and for recruitment to fill these needs. It evaluates candidates' qualifications and, upon recommendation, transfers teachers and other personnel. To facilitate these functions, the department maintains records of service and seeks to provide plans for promoting personnel welfare in general.

The interviewing of prospective teachers regarding examination eligibility and certification, and of teachers in service regarding various personnel matters, is an important duty of the department. In the school year ending June 30, 1951, it is estimated that 4,500 persons were so interviewed. Among other responsibilities are the sending of notifications relating to teacher appointments or changes in position or status, as approved by the Board of Education; the assignment of substitute teachers; and the processing of applications for transfers and for furloughs—maternity, child care, illness, sabbatical, and special. Transcript evaluation and the maintenance of records, needed to carry out the provisions of the Newark salary schedule which grants salary credit for advanced professional preparation, are also assigned to this department. Furthermore, the department prepares the agenda of the Committee on Instruction for each meeting of the Board of Education, and the annual report of the Superintendent of Schools which is sent to the County Superintendent.

The following statement of departmental data for the year 1950-51 indicates the kind, variation, and volume of typical matters handled by the Department of Personnel:

Resignations	41
Retirements	69
Furloughs granted:	
Maternity	72
Child Care	49
Ill Health	60
Sabbatical	79
Terminal sabbatical	24
Special	5
Transfers	249
Temporary appointments:	
Elementary	59
Secondary	11

Special	9
Substitute assignments:	
Monthly	204
Daily	6,500
Summer assignments	435
Salary advancement granted for academic credits:	
Master's degree or 32 university credits	129
Thirty-two credits beyond Master's degree	45

Board of Review

With the establishment of the Board of Review in 1946 to evaluate certain non-academic experiences of teachers for salary credit, the Department of Personnel was given the additional responsibility of record maintenance and correspondence with reference to the equivalency program. The Board of Review, a special committee of the Board of Education, consists of 12 persons of whom two are members of the Board of Education; one is the Superintendent of Schools; and eight are members of the instructional staff recommended by the Superintendent and appointed by the Board of Education. The Assistant Superintendent in Charge of Personnel, who is also a member of the Board of Review and its secretary, is responsible for the processing and filing of all applications for equivalency credit and for the presentation of applicants' credentials for consideration by the Board of Review. The following business was enacted during the past year:

Salary advancement granted under equivalency program:	
Equivalent of Master's degree or 32 credits	14
Equivalent of 32 credits beyond the Master's degree	29
Applications incomplete—not approved	81

Board of Examiners

In Newark the program of teacher selection is administered by a Board of Examiners. The function of this board is to select qualified teachers through an approved teacher examination procedure. Recruitment through the the nationwide distribution of circulars and announcements of teacher examinations, and through personal recruiting is the responsibility of the Department of Personnel. Thus, a close functional relationship exists between the Board of Examiners and the Department of Personnel.

Under the provisions of *The Practice, Procedure, and Constituency of the Board of Examiners,* approved by the Board of Education December 18, 1947, the personnel of the board which administers teachers' examinations shall consist of "the Superintendent of Schools, the Assistant Superintendent in Charge of Personnel (who shall serve as Chief Examiner), a principal, a high-school teacher, an elementary-school teacher, and a sixth member to be selected at large from the instructional or supervisory staff." This board is designated as Board A. The personnel of the board, which administers promotional and other examinations for positions above the rank of teacher and is know as Board B, shall consist of the Superintendent of Schools or an assistant superintendent designated by him, the Assistant Superintendent in Charge of Personnel, and three qualified persons from outside the city of Newark.

PHYSICAL EDUCATION

The physical education program, though geared primarily to the motor development of our youth, implements and complements the total education of the boys and girls in the Newark schools.

The developmental program offers activities planned directly for the child—his nature and his needs. This means that each activity follows the basic laws of progression,



LEARNING THE FINE POINTS OF THE GAME

provides challenge at age and group levels, and establishes goals that may be accomplished at all levels of ability. The administration of this program requires constant and active supervision by the teacher. The children are grouped in homogeneous squads or divisions and are advanced from squad to squad or division to division as the level of performance improves. Provision is made, also, for individual instruction through the use of pupil leaders. Heavy apparatus, stunts, sports skills, and conditioning exercises are some of the activities found in this program.

The dance is no longer restricted to the girls' program. It has been introduced in the boys' program and has been accepted with enthusiasm. On many occasions the boys' and girls' classes are combined for square and social dances. A unique feature of this program is the integration and coor-

dination of the cultural arts. Choral speaking and music are woven into a pattern of interpretive dances. The movements are original, graceful, and developmental. The cultural and esthetic values of this program are major contributions to the development of the whole child.

The sports and games program is universally accepted as an important feature of physical education. Exploratory experiences in major sports are provided at the elementary school level. The knowledges and skills acquired find expression in full participation at the junior and senior high school levels. The desire to play is instinctive but this, alone, is not sufficient to insure a successful program. In Newark, sports and the rules governing these sports are modified and revised to form simple mass games that can be played effectively by the youngsters. Mastery of skills in these simple games assures adequate performance as the child progresses from grade to grade, from game to game, and from game to sport. Learning takes place in an atmosphere of complete enjoyment.

The physical education program offers the child a great many opportunities to learn to make satisfactory adjustments. The child has many opportunities to serve as leader—helping, guiding, and encouraging the members of his group. This training aids him to become a good follower—a trait fully as important as good leadership. During team activities he becomes an active contributor to the success of the team. He learns and develops the concept that group results are effected by the contributions of each individual member, regardless of the importance of the assignment. He learns to be generous and temperate in victory and to accept defeat in the tradition of a true sportsman. He learns that victory and defeat are temporary experiences; that he must keep himself physically fit, mentally stimulated, and socially sound to become and to continue to be an accepted member of the group, the school, and society.

PRACTICAL ARTS

The Department of Practical Arts supervises the areas of industrial arts, home economics, and technical education. During the past three years the department has continued to make revisions in the philosophy and instructional approach of these areas to meet the educational needs for a changing Newark. Presentation of the practical arts program is based upon student interest, with activities and projects directed to foster that interest and to complement the general educational program. Related information is then developed to give meaning, breadth, and understanding to the student as to the various phases of the work undertaken; and the degree of skill to be required is based upon the individual student's ability. The opportunity for boys and girls to experience the activities of both industrial arts and home economics courses permits the development of cooperative work habits and social experiences in a democratic educational program.

Industrial Arts

The general-shop principle has now been applied to the industrial arts shop activities. In the elementary school shop program, the major areas consist of broad activities in wood, metal, plastics, leather, home mechanics, and, where the equipment is available, the art of printing. The junior high schools and the senior academic high schools offer all the general shop activities in order to provide multiple experiences for the students. The general shop permits individual student interest to be nurtured and used as a motivating factor for presenting and instilling the valued educational contributions of industrial arts. Industrial arts teaching provides interesting exploratory opportunities for the development of embryonic skills. The cooperative activities of a general industrial arts shop lend themselves to democratic working procedures.

During the coming year an outline of the fundamentals of industrial arts courses for grades 5 through 12 and the technical education courses will be published. This will



STUDENTS' ORIGINAL DESIGNS FOR HOUSES LEAD TO THREE DIMENSIONAL ARCHITECTURAL PROJECTS IN HIGH SCHOOL DRAWING CLASSES

unify the work throughout all the schools. The adaptability of this outline to constant changes, as needed, and the provision for activities in the individual student's field of interest are functionally good educational procedures. What is considered to be one of the best arranged and finest equipped general industrial arts shops in the eastern states is now in operation in the new Dayton Street School building.

Home Economics

The broad aspect of education for family living is an integral part of the home economics program. Application of family life is stressed at every opportune moment. Newark has realized that home economics, if limited to just food and clothing activities, would not fully contribute to the educational needs of students unless the functions of family and



EVEN THE YOUNG LEARN TO SEW

community life are included. Cooperation with school, PTA, and community activities provides functional experiences in this direction.

In planning the home economics program for a changing Newark, home economics teachers are alert to the many personal, economic, and social problems of pupils of heterogeneous backgrounds. Efficiency in performing a task is emphasized. Desirable attitudes toward the work and cooperative endeavors with fellow students are considered important factors in the development of good human relations.

In cooking classes, meals are planned, prepared, and served. The standards of good nutrition, eye appeal, palatability, and budget factors are achieved in these projects.

In clothing classes, the fundamental skills in clothing construction and the use of the sewing machine are taught. Standards of work in this field are on an objective basis. Materials are selected with consideration for fabric, color, cost, and design; thereby developing consumer knowledge and appreciation. The fact that the average home-sewer is fifteen years younger today than in 1933 is evidence of the need of early training and an indication that the schools have made a vital contribution toward this change.

Technical Education

The two senior technical high schools, East Side and Central, are primarily pre-college engineering schools. They afford the opportunity for terminal courses in the various areas of technical education. The technical courses are functional and flexible, permitting the introduction of new phases in this field which is geared to the educational needs of a changing Newark. The graduates of these two schools are sought after by the various industries of Newark. The electrical and radio course, given at Central High School, has received the approval of the U. S. Signal Corps industry program. Graduates of this course will receive consideration for placement in radio and electronics work in the Signal Corps on induction.

RECREATION

July 1952 will mark the 50th anniversary of the establishment of an organized playground program authorized by the Newark Board of Education, using the schools and the adjoining play areas for the varied activities. The purpose of the program is to provide profitable and pleasurable leisure-time activities for all age groups of the community. These activities include arts and crafts, athletics, clubs, dancing and social parties, dramatics, hobbies, music, and sports. Although the all-year recreation program is planned for school-age children, provision is also made for the adults in

the community center program, which is conducted by the playground staff and selected extra personnel from October through March.

It is essential that people be impressed with the idea that the playground programs are not merely physical ones—that a bat and ball and a football are the only tools in use. On the contrary, Newark playgrounds are dedicated to the principle that a broad, balanced program of recreation will go far toward adequately and satisfactorily meeting the needs of Newark children in the worthy use of leisure time.

It has always been the policy of the department to adapt its program to meet community needs. For this reason the department was completely reorganized in September 1948. The results accomplished are that all-year recreation is provided in 53 playgrounds—27 community centers and 26 secondary playgrounds—and the school principal assumes active charge of the community center and playground programs which the recreation staff conducts for his school. As a result, all necessary school facilities are used.

One of the outstanding goals of the department was reached in 1950 with the building of the "community school" at Dayton Street. This elementary school was built with special provision for an adequate recreation program for the entire neighborhood and for all age groups.

In reviewing some of the activities of the three-year period covered in this report, it is found that roller skating to music and dancing on skates have captured the interest of hundreds of young men and women. This interest, together with the fact that special fiber rollers make is possible to use the gymnasiums without damage to the floors, has caused the activity to boom in popularity. Square dancing has also caught on "in the big city," and many hundreds of teen-agers as well as adults are learning to follow the callers of the many different dances. Still another important phase of the broad program is The Show Shop, a city-wide dramatic



MEET YOUR PARTNER AT YOUR SCHOOL RECREATION CENTER

group which has been rehearsing plays for presentation befor outside audiences.

Thousands of boys and girls take part in the regular playground leagues in basketball and softball held seasonally during the year. The city-wide entry-fee leagues in basketball and softball conducted by the Board of Education for the industrial, commercial, club, and church teams of the city continue to play an important part in the sports program for the adults. The fees charged help to pay the cost of officials, trophies, and expenses connected with the use of the schools. Plans have been completed for the Newark Little Baseball League (for boys under twelve years of age) for the summer of 1951. It is expected that eventually 600 boys will take part, and also that a new league for the age group over twelve and under fifteen years will be organized.

Over the fifty-year period the Newark recreation program has grown from a few summer playgrounds to the present all-year community-wide recreation program conducted in the 53 school buildings and the adjacent play areas. At present, the Board of Education employs 81 full-time recreation teachers for the regular school year. In the summer, the regular staff is augmented by 75 additional qualified teachers and two field supervisors. Approximately five hundred part-time specialists and sports officials serve in various capacities throughout the year. A director, a supervisor, and two assistant supervisors complete the personnel of the department. Newark places great importance on trained leadership. As a result the playgrounds are staffed with trained men and women who have met the rigid requirements of the written and oral examinations given by the Board of Examiners of the Board of Education.

REFERENCE AND RESEARCH

The Department of Reference and Research is a service department of the Board of Education, immediately responsible to the Superintendent of Schools. Its purpose is to conduct studies for the Superintendent and the Board of Education concerning various areas of the system and to collect and prepare statistics in organized form for reports to the Superintendent, the Board of Education, and to school groups. Although the work of the department includes both instructional and administrative research, the greater part of its time during the past three years has been devoted to problems of an administrative nature. This is due to the problems that have come before the Board of Education on budgetary needs, school building needs and capacities, and population trends. The instructional areas, however, have been and continue to be an important part of the department's work. Because of the nature of its duties, the department works closely with the Superintendent, Board committees, other departments of the Central Office, and with

principals and teachers. In this respect, the director serves as a liaison between the Superintendent and various school groups, according to the type of activity in progress.

Chief among the activities of the department during the period of this report are those relating to (1) the study of pupil transfers within the Newark schools (2) the redistricting of the elementary schools (3) the publication of the biennial report of the Board of Education (4) the studies of class size and population trends as a basis for the analysis of building needs (5) the preparation of the annual school budgets and (6) the city-wide testing program for the evaluation of pupil ability and achievement.

Studies of Pupil Transfers and Redistricting

In 1949-50 the Superintendent conducted a study of pupil transfers at the request of the Board of Education—a study to learn the incidence of pupils attending a school outside their normally-assigned district, and the parents' reasons for the transfer. This was an extensive project, much of the detail of which was prepared by the schools and channeled through the Department of Reference and Research for tabulation, mapping, analysis, and reporting.

As an outgrowth of the study of pupil transfers, the Board of Education directed that a complete study be made of school district lines with a view toward redistricting the elementary schools. This project, conducted during 1950-51, was a major one which received the close attention of the Superintendent of Schools, the Board of Education, school personnel, and parent groups. After extensive study and careful Board deliberation and public hearings, revised lines were adopted to become effective September 1951. The Director of Research served as sub-chairman to the Superintendent in the conducting of the project and in preparing tentative school district lines for Board consideration. Extensive planning, mapping, and reporting was done by the Research Department.

Publications

As a part of the public relations program of the schools, the Superintendent of Schools published the Board of Education report, *The Public Schools of Newark.* This 180-page publication describing the objectives, activities, and accomplishments of the schools during 1946-1948 was widely distributed. The director served as chairman of the committee to organize and edit the material and supervised the publication and distribution of the report.

Population Trends

During the three-year period of this report, the department contributed to the study of changing educational needs by compiling and analyzing population statistics. Census data gathered by the Bureau of Attendance is an important source of current information. This is equally true of school enrollments and Newark birth rates. New large scale apartment-building construction, both private and public, and the shift of residential areas within the city have an important bearing on the requirements for school building needs. These changes, considered in the light of birth rates and present population centers and enrollment trends, contribute to the need for over-all school building planning and serve as a basis for careful study by the Superintendent and the Board of Education in the analysis of the school building program.

Assistance With the Budget

Although the Secretary is the financial officer of the Board of Education in whose office the budget is compiled, there are many aspects of the budget which are provided by the Superintendent's division. Much of this work and studies relating to it are assigned to the Department of Reference and Research. The salary-account budget for all personnel under the supervision of the Superintendent, including the schools, is assigned to the Research Department for position verification and analysis. Reports on the number of new

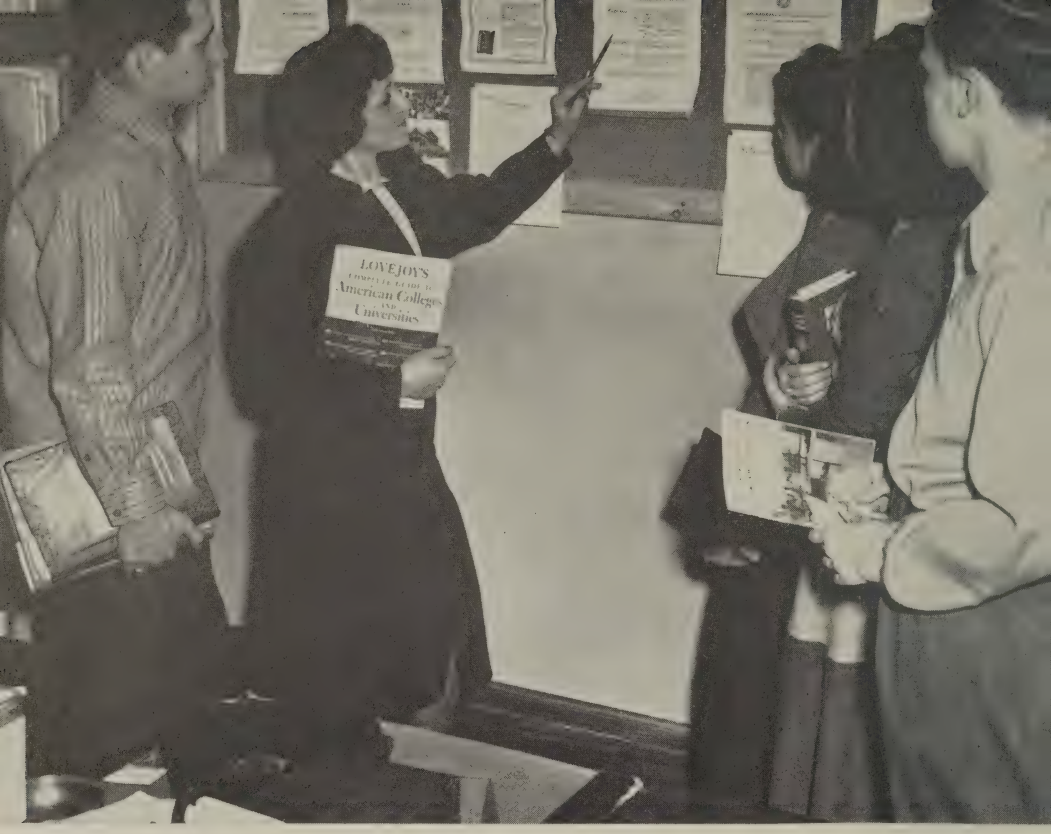
positions and on net change in positions are prepared and analyzed for the Board by the department. Analysis is also made of other budget data requested by the Superintendent and the Board. The director attends Board of Education budget conferences and the Board of School Estimate meetings for the purpose of presenting information and submitting reports. Budget requests for new personnel, supplies, and equipment of the various departments under the Superintendent are reviewed and organized for presentation to the Superintendent.

Evaluation of Instruction

An important part of the school program is the evaluation of instruction. This evaluation is conducted within the schools as a part of the regular classroom program and on a city-wide basis. In this connection the department acts as a service bureau to the schools in recommending and assisting in the preparation of test materials and in aiding in their interpretation for classroom use. The responsibility of conducting the city-wide testing programs is placed with the Research Department. The department maintains close contact with the schools through reports, conferences, and classroom visitations.

SECONDARY SCHOOL GUIDANCE

The basic viewpoint of the Department of Secondary School Guidance is that guidance represents an educational movement and philosophy which is concerned with the whole individual and his total range of potentialities and abilities. It seeks to assist the pupil to "discover" both himself and the social and vocational world about him to the end that he may be better able to find his place in it and live a happy and useful life. While the Newark program gives an important place to vocational guidance, it recognizes that in actual practice success in occupational life is closely bound up with social and personality factors. Therefore, school counselors, teachers,



LEARNING ABOUT COLLEGE ADMISSION AND SCHOLARSHIPS WITH THE AID OF THE HEAD COUNSELOR

and administrators place heavy emphasis upon activities and programs which seek the all-round development of the pupil.

A survey of the progress of guidance in the secondary schools during the past three years indicates that the following areas have received particular emphasis:

Cumulative records: Careful records are maintained of pupil development in intellectual, physical, social, and emotional areas to help counselors and teachers guide pupils more effectively. The introduction, in September 1948 on a city-wide basis, of the new secondary school cumulative record folder represented an important land mark in the development of the guidance program. Guidance authorities have indicated that Newark is in the very forefront of school systems utilizing guidance record devices.

Individual counseling: This is a guidance activity which is looked upon by many as the very heart of the program. Generally speaking, individual counseling is concerned with physical and emotional development; personal adjustment; family relationships; use of leisure time; choice of educational program; intelligent use of school and out-of-school opportunities; and choosing, preparing for, and entering an appropriate occupation. Some pupils require intensive and long-continued aid which may involve psychiatric, psychological, medical, or other forms of specialized assistance. During the past three years it is estimated that close to forty thousand regular counseling interviews were conducted in our secondary schools. During 1950-51, intensive and long-range counseling procedures were used with approximately eleven hundred pupils who presented more serious problems. The effectiveness of the guidance program has been enhanced by an increase in the number of guidance workers in the secondary schools. A manual for counselors, *Patterns of Studies,* prepared by a city-wide committee, has served to make individual guidance more effective in terms of the pupil's selection of his program of study by assisting each student to draw up a tailor-made program suited to his own needs and abilities. Individual counseling has concerned itself, too, with exploring more fully those factors which cause early school leaving. In this connection, Newark played a prominent role in the county-wide experimental study of dropouts during 1950-51.

Group guidance: Included in the various categories of activities normally falling under group guidance are high school preadmission and orientation programs; classes in occupations; assembly programs; radio programs; career day and college day programs; occupational tours and visits; and informal group meetings with career specialists, college officials, and representatives of industry. The ninth grade course in occupations considers the multitudinous and often complex factors involved in educational and vocational planning.

During the second term of the 1950-51 school year, about 1,900 pupils were enrolled in these classes. A revision of this course of study has been completed by a committee of counselors and teachers and will be utilized experimentally in the secondary schools commencing with the September 1951 term. Career day programs are an integral aspect of group guidance, particularly as media for imparting occupational information. During the past three years, eight major conferences of this kind have been arranged involving 424 speakers and 9,948 pupils. In addition, there have been innumerable small-group conferences in a wide variety of guidance areas. Three series of radio programs have been recorded and broadcast from time to time over school Station WBGO; namely, *Career Forum, College Advisement,* and an orientation type of program entitled *The Taylor Twins Learn About Occupations.* The job visitation projects conducted during the past two years in cooperation with industrial and business firms have proved to be of value in giving to individual pupils the opportunity to actually visit the job which seems most likely to fit their particular interests and abilities.

Placement work and follow-up: Responsibility for placement in senior high schools has been increasingly assumed by so-called "placement counselors" who are freed from some portion of their teaching duties in order to perform this vital function. The services offered to young people by the Essex County Department of Guidance and Placement and the Newark office of the New Jersey Employment Service are also utilized. The central office guidance placement counselor is often called upon to assist young people to solve various adjustment problems, particularly for out-of-school youth. Centralization of follow-up procedures is increasingly being achieved.

Additional developments of interest: Other developments of the past three years include: a job analysis, by a



EXPLORING CAREER OPPORTUNITIES IN ADVERTISING AT KRESGE'S THROUGH THE JOB VISITATION PROGRAM

city-wide committee, of functions of the educational personnel in the guidance program; more effective working relationships between school guidance workers and the central office special service staff and community agencies and services; the intensification of programs for in-service education of teachers in the area of guidance; an improved preadmission guidance program; and an emphasis on the case-conference approach in studying the problems of individual pupils.

Note: Because the Director of Secondary School Guidance is the coordinator of the Newark Program of Good Will and Understanding, this departmental report contains the following brief summary relating to the progress of the program.

Program of Good Will and Understanding

The Newark Schools' Program of Good Will and Understanding was endorsed by the Board of Education in September 1943. It has grown steadily and its influence has been felt in many areas of the educational program. Major evidences of progress during the past three years include (1) improved coordination and broader coverage of the various areas of human relations through the reorganization of committee structure (2) organization of a city-wide pupil committee representing the seven senior high schools (3) revitalization of the program's publication, *Better Human Relations* (4) establishment of the Program Service Committee, whose members are available to both school and community groups as discussion leaders on topics of improved human relations (5) appraisal and evaluation of suitable audio-visual materials for possible clasroom use, and publication of lists of such materials (6) conducting, on request, in-service programs in the various schools, and stimulating teacher participation in summer workshops and extension courses in the field (7) cooperation with school radio Station WBGO in broadcasting programs of good will and understanding (8) development of procedures for establishing closer working relationships between the recreation center and the school in the interest of better pupil adjustment (9) cooperation with various community groups in a great variety of activities and programs in the area of human relations.

While the above committee activity gives stimulus to the whole concept of improved human relations, the day-to-day activities of teachers and pupils represent the basic structure of the program. Assemblies, projects, plays, discussion meetings, student council and club activities, committee work, films, and a host of other devices are all aspects of a program which seeks to give young people the opportunities to learn better how to get along with their fellow humans.

SPEECH EDUCATION

Parents generally regard speaking as a normal part of child growth, yet they look with uncertainty on any speech deviation. Apprehension on the part of the parents toward speech defects may be based on the idea that a child may become socially maladjusted if he cannot be readily understood. Such apprehension may, in part, be allayed when parents guide the child's "learning to speak" with an enthusiasm equal to that shown in his "learning to walk." Each emphasis in this area brings to the infant the fundamental elements of personality essential to his synchronous development. Since the motor center of the brain controls both walking and speaking, both have a close relationship in training.

Many parents are quick to see the advantages of helping a child to speak correctly as soon as he shows an interest in sound. In Newark, many parents cooperate with the speech teachers in removing the fears that children experience when they fail in speaking efficiency. This is attested by the steady increase in conferences between parents and speech teachers, which average over 4,500 a year for all school grades. Speech teachers are sometimes confronted with the problem presented by parents who cannot help their children because of their own speech difficulties. With this in mind, staff members at some of the Newark day nursery centers have substituted for parents in developing and practicing right speaking habits with children in their care.

During the three years 1948-1951, the Department of Speech Education has emphasized that functional speech defects, so-called, can be prevented by right speech guidance. It has shown also that good habits of oral communication can be maintained by constant practice throughout the field of learning. The department holds that all children, other than those with physical defects beyond cure, are entitled to the best in speech training as part of their general education. Adhering to this philosophy and with the cooperation of

parents, the effect in one school with an enrollment of 912 was that poor speech prevailed for seven pupils only; stuttering had been eliminated.

In elementary classrooms the speech teacher gives demonstration speech lessons so that the classroom teacher can observe expert corrective instruction. This procedure is also followed as a wholesome, democratic approach to avoid self-consciousness on the part of the child. In-service training of the classroom teacher ensues.

As of June 1951, the department records show the lowest number of stutterers ever to exist in this city's elementary schools. It is estimated by the Speech Department that, on the basis of general population averages, the Newark elementary schools would have 333 stutterers; there were 81 reported in June 1951. The department points with pride to the reduction in number of stutterers in the Newark schools.

In the ninth grade of a junior high school, the speech teacher conducted intensive speech training once a week for the English classes. Gains in facility of expression and quality of diction were evident in oral and written work. Permanent records were made of the best original essays as read by the respective writers. These recordings indicated the success of the one-semester project. At a second junior high school, 79 per cent of the ninth grade pupils had advanced in speech skill from good to excellent; 20 per cent had eliminated minor speech drawbacks; 1 per cent had serious speech retardation as against a national norm of 6 per cent. Without doubt, this gain was due to cumulative speech attainments.

On the senior high school level, the Department of English applied the same scientific approach to its instructional methods as was presented by the speech teacher. Practice in the coordination of the art and the science of good speaking motivated oral expression of excellent quality.

The department staff consists of the Supervisor of Speech Education and a staff of 12 speech teachers. Active speech work is begun in the kindergarten and is continued throughout the primary grades. In the upper grades of the elementary school and through high school every effort is made to maintain the gains and to prevent retrogression. The 1950-51 statistics for the department indicate that, among other services rendered by the department, 1,231 classrooms were serviced; of these, 242 were kindergarten classes and 989 were in the elementary grades.



HOMEMAKING ROOM— WEBSTER JUNIOR HIGH SCHOOL

DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration, which is under the direction of an Assistant Superintendent directly responsible to the Superintendent of Schools, includes the Division of Repairs and Maintenance, the Division of Supplies, and the Division of Operation. The department has as its functions the maintenance of school properties; alterations to existing buildings and planning of new buildings; operation of buildings; and the ordering and distribution of supplies, fuel, and equipment. The responsibilities of the department are many and complex. The department keeps the buildings clean, warm, and in good condition; it maintains the grounds, surfaces the playgrounds, and keeps the schools supplied with the necessary instructional materials. It maintains its own miniature bureau of standards for the testing of supplies to be purchased for the schools and develops materials such as ink, paint, soap, floorseal, and playground surfacing. It provides laboratory tests of coal and fuel oil purchased for school heating to assure that the necessary quality and heat content are obtained. By these means, the department contributes to the efficient operation of the school buildings and, at the same time, safeguards the taxpayers' money and looks out for the welfare of the school children of Newark.

The school custodial staff is supervised by a head custodian responsible to the Assistant Superintendent in charge of the department. An in-service training program for custodians and custodial firemen is an important feature that contributes greatly to a better understanding of the work to be done and to a cooperative spirit with teachers, pupils, and principals. Each summer the Board of Education also makes it possible for the custodial staff to attend, without loss of pay, the custodial training course at Columbia Uni-

versity in New York. Many of the staff avail themselves of this opportunity.

No major school building construction was begun during the three-year period of this report. However, the fall of 1948 marked the opening of the new Dayton Street School, one of the most completely equipped schools in the nation. With the opening of the building, the department immediately started plans for constructing five additional classrooms and a double kindergarten on the ground floor—space which was provided for in the original Dayton Street planning. This expansion was made necessary by the rapid growth of apartment buildings that developed in the area.

The department also prepared plans and sketches for: an addition to Cleveland Junior High School for a gymnasium and cafeteria; an addition to Sussex Avenue School to include a gymnasium, auditorium, home economics suite, and alterations to provide for additional classrooms within the present building; an auditorium-gymnasium addition to East Side High School and alterations to the existing building for the purpose of installing a cafeteria; alterations to stairways in 10 schools by removing wood wainscoting and building kalein screens to increase safety; and an installation of fire escapes in three schools.

Population trends and the construction of large housing projects, both public and private, focused the attention of the Superintendent of Schools and the Board of Education on the Ivy Hill and North Newark sections of the city. In this connection the department investigated available sites and studied probable needs in light of anticipated enrollments.

A majority of the projects of the Division of Repairs and Maintenance are done on a contractual basis; the remainder are conducted by Board of Education employees through the Board's shop facilities. A brief resume of these projects follows for the three-year period of this report, with the report of contractual work and shop projects listed separately.

The following contractual work was awarded during the three-year period beginning July 1, 1948, and ending June 30, 1951:

INTERIOR PAINTING

Interiors of 15 school buildings were painted at a cost of $168,411. The schools were:

Arts High
Barringer High
Bergen Street
Bragaw Avenue
Central Avenue
East Side High Annex
Fifteenth Avenue
First Avenue
Lincoln
McKinley 7th Avenue
Ridge Street
South 8th Street
Sussex Avenue
Warren Street
Waverly Avenue

EXTERIOR PAINTING

Exteriors of six schools and wire fences around eight playgrounds painted at a cost of $32,233. The schools were:

Burnet Street
Garfield
Hawthorne Avenue
Hawkins Street
Robert Treat
Weequahic High

The playgrounds were:

Bragaw Avenue
Burnet Street
Chancellor Avenue
First Avenue
Hawthorne Avenue
Monmouth Street
Morton Street
Robert Treat

ASPHALT SURFACING

This program included surfacing of 11 school playgrounds and two school driveways. The playgrounds were surfaced with the Board of Education's own cork-asphalt developed by the Department of Business Administration. Total cost of the projects was $59,825:

Playgrounds:

Alexander Street
Ann Street
Camden Street
Central Avenue
Franklin
Garfield
Ivy Street
Madison
Peshine Avenue
Summer Avenue
Warren Street

Driveways:

Arts High
Fifteenth Avenue

RENOVATION OF TOILET ROOMS

Toilet rooms renovated in eight schools at a cost of $248,697:

Central High
Charlton Street
East Side High
Garfield
Madison Junior High
McKinley Junior High
McKinley 7th Avenue
Warren Street

PLAYGROUND CONSTRUCTION

Two playgrounds constructed, one in the Weequahic section and one in the Clinton Hill section, at a cost of $250,185:

Belmont Playfield
Untermann Playfield

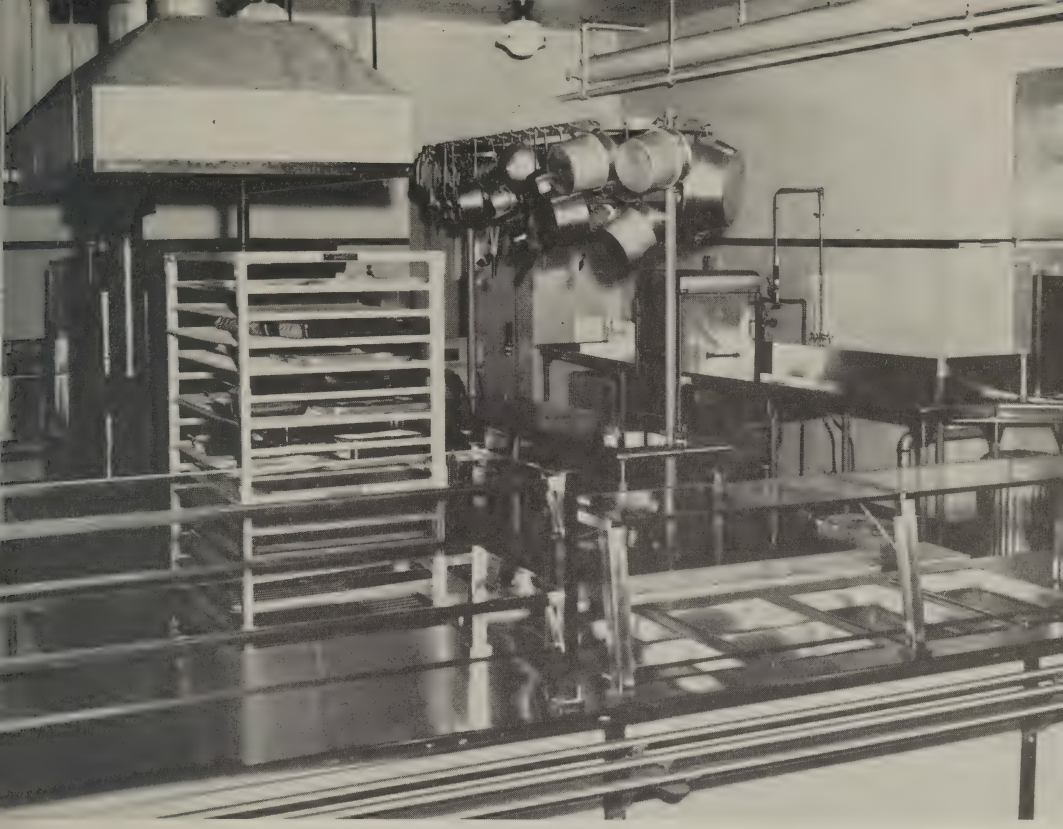
ROOFING AND SHEET METAL

Roofing and sheet metal work completed on nine schools at a cost of $42,860:

Alexander Street
Barringer High
Central Avenue
Central High
Elliott Street
Lafayette Street
Madison
Ridge Street
Wilson Avenue

CEMENT SIDEWALKS

Repairs and replacements of cement sidewalks made for 38 schools and the repair shop at a cost of $24,066.



SCHOOL CAFETERIA KITCHENS—EASY TO SEE, EASY TO CLEAN, EASY TO OPERATE

SIDEWALK ELEVATORS

Sidewalk elevators installed for seven schools at a cost of $24,418:

Avon Avenue
Bergen Street
Eighteenth Avenue
Lafayette Street
Madison
Morton Street
Robert Treat

POWER AND LIGHT CONVERSIONS

Three schools converted from high-pressure steam generating plants burning coal to low-pressure oil burners for school heating. Arrangements made to purchase electric power from Public Service and school generating plants discontinued. The total cost was $378,037.

Central High
East Side High
South Side High

CAFETERIA ALTERATIONS

Alterations made in 11 cafeterias at a cost of $502,449:

Fourteenth Avenue
Franklin
Hawkins Street
Ivy Street
Madison
McKinley Junior High
Morton Street
Ridge Street
Robert Treat
Summer Avenue
Wilson Avenue

KINDERGARTEN UNIT ALTERATIONS

Kindergarten alterations made in Bergen Street School at a cost of $20,698.

FURNITURE AND EQUIPMENT

The amount expended for the purchase and miscellaneous repairs of furniture and equipment was $278,816. Of this amount $27,521 was expended for miscellaneous repairs in the various schools, and $68,050 was expended for new equipment in Dayton Street School.

HEATING WORK

Heating work contracted for four schools at a cost of $27,663. The major portion of this work was for Lincoln School where the heating system was converted from a one- to a two-pipe installation at a cost of $15,453.

East Side High
Lincoln
Ridge Street
South Side High

MISCELLANEOUS CONTRACTS

Landscaping of Webster Junior High and West Side High Schools	$2,593
Installation and extension of wire fencing for eight schools	9,437
Wire cages for softball diamonds of six schools	3,164

Installation of folding-door partitions $4,144

Madison Junior High — Peshine Avenue
McKinley 7th Avenue

Boilers replaced at East Side Annex and Woodland Avenue Schools 6,476

Forced-draft equipment installed in six schools 9,335

Avon Avenue — Garfield
Elliott Street — Hawkins Street
Franklin — Wilson Avenue

Stoker systems installed in four buildings 2,778

Alyea Street — Stadium
Repair Shop — Woodland Avenue

Linoleum flooring laid in 10 schools 2,461

Storage battery systems installed in First Avenue and Ivy Street Schools 3,255

Metal ceilings installed in Bergen Street School 2,300

Fire escapes of Ann Street School renovated 5,080

Steel flagpoles erected at Cleveland Junior High and Newton Street Schools 1,625

Composition roof deck provided for Branch Brook School 2,817

Plumbing work for three schools 9,815

Lafayette Street — So. Market Street
McKinley 7th Avenue

Composition flooring laid at Lafayette Street and Morton Street Schools 2,730

Carpentry and millwork for Burnet Street and So. 8th Street Schools 9,790

Blackboards resurfaced in 22 schools.....$5,815

The following projects were completed through the Board of Education shop facilities during the three-year period beginning July 1, 1948 and ending June 30, 1951:

CAFETERIA ALTERATIONS

Eighteenth Avenue
Ridge Street
Robert Treat
Wilson Avenue

OFFICE UNITS CONSTRUCTED

Central High (new counter)
Cleveland Junior High
Fifteenth Avenue
Montgomery
Robert Treat

KINDERGARTEN UNITS CONSTRUCTED

Bergen Street
Lincoln (toilet room)
Madison
McKinley 7th Avenue
Newton Street
Peshine Avenue
South 17th Street
Sussex Avenue

MANUAL TRAINING ROOMS CONSTRUCTED

East Side High
Ridge Street
McKinley 7th Avenue

HEALTH ROOM UNITS CONSTRUCTED

Barringer High
East Side High

GUIDANCE ROOMS CONSTRUCTED

Central High School

HOME ECONOMICS UNITS CONSTRUCTED

Girls' Trade
Oliver Street

LIBRARY INSTALLED

First Avenue School

PLAYGROUND EQUIPMENT INSTALLED

Camden Street School

EDUCATIONAL STATISTICS

ANTICIPATED AND ACTUAL RECEIPTS OF THE NEWARK BOARD OF EDUCATION, 1948-49 TO 1950-51

Source	Amount for School Year					
	1950-51		1949-50		1948-49	
	Amount Budgeted	Actual Amount Received	Amount Budgeted	Actual Amount Received	Amount Budgeted	Actual Amount Received
Federal Funds	$ 189,875.00	$ 292,398.64	$ 237,624.62	$ 191,752.47	$ 236,360.00	$ 244,223.89
State Funds	2,505,835.30	2,471,545.16	2,613,401.38	2,581,799.10	1,833,072.46	2,697,865.10
Local Funds	14,163,024.70	15,855,645.03	14,082,729.00	14,898,240.35	13,880,123.54	14,485,676.65
Construction Funds		969,585.37		933,946.50		1,046,194.91
Total Funds	$16,858,735.00	$19,589,174.20	$16,933,755.00	$18,605,738.42	$15,949,556.00	$18,473,960.55

NEWARK BOARD OF EDUCATION BUDGETS AND ACTUAL EXPENDITURES BY MAJOR ACCOUNTS, 1948-49 TO 1950-51

Account	Amount for School Year					
	1950-51		1949-50		1948-49	
	Budget	Expenditures	Budget	Expenditures	Budget	Expenditures
Administration	$ 625,112.00	$ 649,988.57	$ 669,510.00	$ 622,231.99	$ 601,180.00	$ 610,739.84
Instruction	11,731,661.00	12,231,654.73	11,505,366.00	11,587,364.95	10,701,352.00	10,988,723.42
Operation	1,420,976.00	1,468,971.18	1,490,609.00	1,478,186.93	1,361,598.00	1,415,441.73
Coordinate Activities	432,391.00	452,876.76	452,902.00	423,219.66	394,260.00	389,400.61
Auxiliary Agencies	1,622,850.00	1,633,651.87	1,668,509.00	1,587,910.31	1,762,136.00	1,523,654.30
Fixed Charges	175,130.00	187,426.33	162,423.00	171,647.12	134,589.00	158,252.47
Maintenance	793,640.00	774,587.74	911,372.00	829,502.29	820,579.00	858,818.75
Capital Outlay*	56,975.00	53,875.21	73,064.00	81,929.25	173,862.00	122,171.19
Total	$16,858,735.00	$17,453,032.39	$16,933,755.00	$16,781,992.50	$15,949,556.00	$16,067,202.31
Debt Service	1,355,848.07	1,355,848.07	1,006,877.75	1,006,877.75	838,285.23	838,285.23
Grand Total	$18,214,583.07	$18,808,880.46	$17,940,632.75	$17,788,870.25	$16,787,841.23	$16,905,487.54

* Does not include money raised by bond issue

BONDED INDEBTEDNESS AND SINKING FUND
NEWARK PUBLIC SCHOOLS
1932-33 to 1950-51

School Year	Bonded Indebtedness	Sinking Fund
1932-33	$20,458,200.	$4,455,194.85
1933-34	19,883,200.	4,528,751.99
1934-35	19,432,200.	4,844,067.76
1935-36	19,031,200.	5,121,559.76
1936-37	18,630,200.	5,421,525.61
1937-38	18,207,200.	5,700,376.49
1938-39	17,776,200.	6,021,464.31
1939-40	17,337,200.	6,348,454.27
1940-41	16,898,200.	6,688,254.38
1941-42	16,394,200.	6,870,104.97
1942-43	15,977,200.	7,113,882.08
1943-44	14,347,200.	6,156,427.12
1944-45	13,086,700.	5,556,112.97
1945-46	10,710,700.	4,180,529.47
1946-47	9,604,700.	3,110,616.10
1947-48	9,725,700.	3,252,114.81
1948-49	10,577,700.	2,075,922.03
1949-50	8,956,000.	813,699.42
1950-51	8,910,000.	851,232.88

COMPARATIVE COSTS PER PUPIL IN AVERAGE DAILY ENROLLMENT BY ESSEX COUNTY SCHOOL DISTRICTS, 1948-49 to 1950-51

(*Current Expense Basis*)

School District	Cost Per Pupil in Average Daily Enrollment 1950-51	1949-50	1948-49
Glen Ridge	$365.74	$348.17	$347.49
Montclair	353.57	350.58	327.12
Millburn	322.81	316.41	308.53
South Orange-Maplewood	321.32	311.97	299.04
East Orange	311.90	290.64	285.13
Newark	305.17	291.00	276.85
Essex Fells	303.20	316.65	302.31
Bloomfield	301.67	294.99	283.56
West Orange	291.76	286.87	276.60
Caldwell Township	285.89	268.17	253.69
North Caldwell	285.30	290.93	286.51
Roseland	281.06	260.74	230.03
Verona	278.92	272.07	257.48
Nutley	277.73	258.21	238.93
Irvington	266.38	254.06	231.96
Cedar Grove	265.90	222.04	199.12
Caldwell	258.32	250.78	243.96
Orange	253.44	232.33	217.93
Belleville	242.97	222.67	219.19
Livingston	238.50	246.41	221.81

TOTAL ENROLLMENT BY GRADE ORGANIZATION IN PUBLIC DAY SCHOOLS
NEWARK, NEW JERSEY
1932-33 to 1950-51

School Year	Total	Total Enrollment							
		Senior High 9-12	Junior High			Elementary			Special*
			7-8	9	Total 7-9	Kdg.	1-8	Total Kdg.-8	
1932-33	84,983	12,919	1,466	1,861	3,327	8,413	56,734	65,147	3,590
1933-34	84,331	14,390	1,473	1,700	3,173	8,153	55,538	63,691	3,077
1934-35	83,550	15,293	1,430	1,703	3,133	7,974	54,303	62,277	2,847
1935-36	82,124	15,122	1,638	2,359	3,997	7,446	52,670	60,116	2,889
1936-37	80,142	14,840	1,642	2,306	3,948	7,227	51,529	58,756	2,598
1937-38	78,358	14,843	1,440	2,368	3,808	7,052	49,870	56,922	2,785
1938-39	77,110	15,782	1,417	2,500	3,917	6,624	48,039	54,663	2,748
1939-40	75,048	16,483	1,310	2,457	3,767	6,528	45,615	52,143	2,655
1940-41	72,595	16,821	1,247	2,387	3,634	6,300	43,271	49,571	2,569
1941-42	70,721	16,217	1,167	2,283	3,450	6,202	42,301	48,503	2,551
1942-43	67,301	14,627	1,128	2,221	3,349	6,406	40,427	46,833	2,492
1943-44	63,603	13,376	1,143	1,803	2,946	6,393	38,570	44,963	2,318
1944-45	60,902	12,867	1,116	1,848	2,964	6,055	36,729	42,784	2,287
1945-46	59,559	12,966	1,022	1,808	2,830	6,326	35,250	41,576	2,187
1946-47	59,156	12,792	926	1,813	2,739	7,484	34,055	41,539	2,086
1947-48	59,103	12,087	1,437	1,952	3,389	8,438	32,986	41,424	2,203
1948-49	58,711	11,256	1,375	2,023	3,398	8,249	33,645	41,894	2,163
1949-50	58,697	10,736	1,325	2,154	3,479	7,609	34,646	42,255	2,227
1950-51	58,820	10,270	1,339	1,991	3,330	7,846	35,190	43,036	2,184

* Includes Boys' Continuation School prior to 1935 and Girls' Continuation School prior to 1941.
Girls' Trade School included beginning 1941.

AVERAGE DAILY ENROLLMENT IN PUBLIC DAY SCHOOLS
NEWARK, NEW JERSEY
1932-33 to 1950-51

School Year	Average Daily Enrollment				
	Total	Sr. High	Jr. High	Elementary	Special*
1932-33	76,649	12,164	3,536	58,478	2,471
1933-34	76,619	13,751	2,951	57,376	2,541
1934-35	76,290	14,459	3,093	56,327	2,411
1935-36	74,833	14,109	3,871	54,516	2,337
1936-37	73,149	13,973	3,739	53,106	2,331
1937-38	71,863	14,188	3,731	51,619	2,325
1938-39	70,939	15,163	3,669	49,752	2,355
1939-40	69,379	16,045	3,586	47,393	2,355
1940-41	66,749	15,870	3,442	45,036	2,401
1941-42	64,090	14,973	3,255	43,481	2,381
1942-43	61,066	13,426	3,093	42,253	2,294
1943-44	57,922	12,492	2,797	40,442	2,191
1944-45	55,692	12,112	2,788	38,708	2,084
1945-46	54,580	12,265	2,698	37,613	2,004
1946-47	54,331	12,091	2,573	37,649	2,018
1947-48	54,249	11,310	3,287	37,718	1,934
1948-49	54,248	10,632	3,270	38,279	2,067
1949-50	54,350	10,228	3,316	38,784	2,022
1950-51	54,007	9,577	3,161	39,283	1,986

* Includes Boys' Continuation School prior to 1935 and Girls' Continuation School prior to 1941. Girls' Trade School included beginning 1941.

AVERAGE DAILY ATTENDANCE IN PUBLIC DAY SCHOOLS
NEWARK, NEW JERSEY
1932-33 to 1950-51

School Year	Average Daily Attendance				
	Total	Senior	Junior	Elementary	Special*
1932-33	70,122	11,173	3,309	53,414	2,226
1933-34	70,365	12,683	2,766	52,636	2,280
1934-35	69,780	13,316	2,897	51,389	2,178
1935-36	67,912	12,869	3,605	49,359	2,079
1936-37	66,737	12,812	3,478	48,362	2,085
1937-38	66,443	13,202	3,512	47,619	2,110
1938-39	65,189	13,938	3,426	45,693	2,132
1939-40	63,264	14,756	3,324	43,061	2,123
1940-41	60,200	14,364	3,146	40,592	2,098
1941-42	58,072	13,475	2,970	39,530	2,097
1942-43	53,823	11,899	2,725	37,274	1,925
1943-44	50,957	11,056	2,466	35,582	1,853
1944-45	49,596	10,761	2,474	34,596	1,765
1945-46	48,047	10,825	2,386	33,124	1,712
1946-47	48,780	10,876	2,306	33,838	1,760
1947-48	48,611	10,219	2,945	33,756	1,691
1948-49	48,978	9,720	2,985	34,445	1,828
1949-50	49,141	9,361	3,033	34,966	1,781
1950-51	48,876	8,712	2,879	35,561	1,724

* Includes Boys' Continuation School prior to 1935 and Girls' Continuation School prior to 1941. Girls' Trade School included beginning 1941.

SUMMARY—ENROLLMENT AND ATTENDANCE (DAY SCHOOLS)

	Total Enrollment	Average Enrollment	Average Attendance	Per Cent Attendance
1950-51	58,820	54,007	48,876	90.5
1949-50	58,697	54,350	49,141	90.4
1948-49	58,711	54,248	48,978	90.3

PER CENT OF ATTENDANCE

	Senior High Schools	Junior High Schools	Ele-mentary Schools	Special Schools Inc. Girls' Trade School	Total
1950-51	91.0	91.0	90.5	86.6	90.5
1949-50	91.5	91.6	90.2	88.1	90.4
1948-49	91.4	92.3	90.0	88.2	90.3

NUMBER OF DAYS SCHOOLS WERE ACTUALLY IN SESSION

	Elementary Schools	Junior High Schools	Senior High Schools
1950-51	183	183	182
1949-50	184	184	183
1948-49	184	184	183

TOTAL AGGREGATE DAYS

	On Roll	Present	Absent
1950-51	9,754,163	8,827,533	926,630
1949-50	9,990,278	9,032,795½	957,482½
1948-49	9,971,368½	9,001,238	970,130½

TARDINESS, TRUANCY, AND SUSPENSIONS

	Times Tardy	No. of Sessions Truant	No. of Pupils Suspended
1950-51	78,831	7,862½	11
1949-50	74,783	7,648	14
1948-49	79,275	10,698	11

ENROLLMENT BY GRADES, 1950-51

	Boys	Girls	Total
Kindergarten	3,989	3,857	7,846
First	2,675	2,538	5,213
Second	2,892	2,668	5,560
Third	2,736	2,557	5,293
Fourth	2,293	2,274	4,567
Fifth	2,083	2,044	4,127
Sixth	1,997	2,008	4,005
Seventh	2,080	1,974	4,054
Eighth	1,799	1,911	3,710
Ninth	1,722	1,974	3,696
Tenth	1,661	1,732	3,393
Eleventh	1,263	1,385	2,648
Twelfth	1,175	1,346	2,521
Post-Graduate	2	1	3
Ungraded	81		81
Binet	826	319	1,145
Deaf	58	39	97
Braille	9	7	16
Sight Conservation	20	23	43
Open Air	76	90	166
Crippled	204	173	377
Girls' Trade		239	239
Convalescent	8	12	20
Total	29,649	29,171	58,820

Pupils enrolled who have attended public schools in other districts in the State during the present school year	661
Number of pupils below high school transported within the district for whom transportation is paid by the district	1,533
Number of high school pupils transported within the district for whom transportation is paid by the district	31
Number of high school pupils transported from other districts for whom transportation is paid by other districts	3
Number of pupils below high school transported from other districts for whom transportation is paid by other districts	81
Total number transported	1,648
Total number of days transported	219,725

AGES OF PUPILS ENROLLED, 1950-51

	Boys	Girls	Total
4 years of age	1,095	1,024	2,119
5 years of age	2,376	2,294	4,670
6 years of age	2,392	2,396	4,788
7 years of age	2,701	2,507	5,208
8 years of age	2,826	2,738	5,564
9 years of age	2,358	2,330	4,688
10 years of age	2,157	2,108	4,265
11 years of age	2,013	2,028	4,041
12 years of age	2,053	2,000	4,053
13 years of age	1,953	2,076	4,029
14 years of age	1,990	2,012	4,002
15 years of age	2,070	2,116	4,186
16 years of age	1,691	1,743	3,434
17 years of age	1,322	1,331	2,653
18 years of age	544	417	961
19 years of age	91	43	134
20 years of age and over	17	8	25
Total	29,649	29,171	58,820

NUMBER OF SENIOR HIGH SCHOOL GRADUATES
NEWARK, NEW JERSEY
1932-33 to 1950-51

School Year	High School Graduates		
	Boys	Girls	Total
1932-33	1,012	863	1,875
1933-34	1,153	1,034	2,187
1934-35	1,329	1,126	2,455
1935-36	1,384	1,204	2,588
1936-37	1,339	1,268	2,607
1937-38	1,400	1,367	2,767
1938-39	1,420	1,551	2,971
1939-40	1,354	1,556	2,910
1940-41	1,393	1,686	3,079
1941-42	1,380	1,725	3,105
1942-43	1,258	1,645	2,903
1943-44	1,156	1,513	2,669
1944-45	1,015	1,473	2,488
1945-46	1,062	1,506	2,568
1946-47	1,178	1,526	2,704
1947-48	1,215	1,536	2,751
1948-49	1,211	1,422	2,633
1949-50	1,221	1,437	2,658
1950-51	1,138	1,305	2,443

CERTIFICATED AND NON-CERTIFICATED PERSONNEL EMPLOYED BY NEWARK BOARD OF EDUCATION

1932-33 to 1950-51

School Year	Certificated	Non-Certificated*	
		Full Time	Part Time
1932-33	2,562½	677	22
1933-34	2,522½	610	38
1934-35	2,518	615	43
1935-36	2,553½	675	41
1936-37	2,559½	677	43
1937-38	2,566	635	45
1938-39	2,612	631	50
1939-40	2,615	638	50
1940-41	2,601½	643	49
1941-42	2,517	648	46
1942-43	2,448½	653	46
1943-44	2,386	636	54
1944-45	2,345	653	56
1945-46	2,380	630	58
1946-47	2,376½	665	61
1947-48	2,412	860	50
1948-49	2,397	875	56
1949-50	2,410	851	22
1950-51	2,428½	810	14

* Includes cafeteria personnel beginning with 1947-48.

NUMBER OF TEACHERS BY SCHOOL ORGANIZATION
NEWARK, NEW JERSEY
1932-33 to 1950-51

School Year	Number of Teachers						
	Total	Sr. High	Jr. High	Elementary	Special	Recreation	Other*
1932-33	2,562½	486	85	1,732½	159½		99½
1933-34	2,522½	544	74	1,665	157½		82
1934-35	2,518	571	73½	1,648½	146½		78½
1935-36	2,553½	590½	104	1,617	150	15	77
1936-37	2,559½	601½	108	1,591	153	29	77
1937-38	2,566	616	110	1,558½	154½	47	80
1938-39	2,612	651	120	1,544½	156½	59	81
1939-40	2,615	695	123	1,499½	151½	66	80
1940-41	2,601½	714	122	1,461½	156	69	79
1941-42	2,517	694	123	1,397	157	71	75
1942-43	2,448½	664	122	1,350½	156	71	85
1943-44	2,386	627	122	1,330	152	72	83
1944-45	2,345	622	125	1,290	149	73	86
1945-46	2,380	632	134	1,296	149	76	93
1946-47	2,376½	624	145	1,287½	148	75	97
1947-48	2,412	605	185	1,290	152	79	101
1948-49	2,397	585	185	1,302	155	70	100
1949-50	2,410	576	184	1,321	155	71	103
1950-51	2,428½	560	187	1,354½	154	74	99

* Includes superintendents, directors, supervisors, and itinerant teachers

NEWARK TEACHERS' LENGTH OF SERVICE IN NEW JERSEY	
One year or less	81
2-3 years	129
4 years	78
5-9 years	328
10-14 years	206
15-19 years	301
20-24 years	363
25-29 years	334
30-34 years	335
35 years and over	264
Total	2,419

INSTITUTION OF GRADUATION OF NEWARK TEACHERS	
Trenton State Normal	30
Montclair State Normal	169
Newark State Normal	692
Glassboro State Normal	3
Newark City Normal	91
Paterson State Normal	9
Jersey City State Normal	11
Other Normal	75
Other Colleges	1,268
All others	71
Total	2,419

Of the above Normal School Graduates 457 are also graduates of New Jersey State Teachers Colleges.

Number of teachers who attended summer schools for six weeks or more in the summer of 1950 237

Number of teachers who attended extension classes in 1950-51..... 776

(Includes 217 teachers enrolled in Professional Improvement Courses sponsored by Newark Board of Education.)

CLASSIFICATION OF ALL TEACHER PERSONNEL
1949-50 and 1950-51

Classification	1950-51	1949-50
Superintendent and Asst. Superintendents	6	5
Directors, Supervisors, Asst. Supervisors	32	32
Principals	43	43
Vice Principals	36	37
Head Teachers	8	10
Teacher Clerks	78	76
High School Chairmen	35	35
Senior High	484	499
Junior High	175	172
Elementary	1,130½	1,102
Kindergarten	123	120
Special Schools and Classes	143	142
Itinerant Teachers of Special Subjects Not Included Above	31	34
Speech	12	11
Art (Workshop)	2	2
Libraries, Visual Aids and Radio	5	7
Research Department	1	1
Special Education	1	1
Psychologists	4	4
Visiting Teachers	4	5
Placement Counselor	1	1
Recreation	74	71
Total	2,428½	2,410

In Newark the community recreation program is conducted by and is charged to the public schools; consequently, the entire staff of the recreation department is charged as "teachers." The complete staff of the recreation department consists of 3 supervisors and 74 teachers, or a total of 77. The unique situation of charging community recreation to the educational bill of Newark should be kept in mind in interpreting the data of this report.

ACTUAL ORGANIZATION OF ELEMENTARY SCHOOLS (GRADES 1-8) 1950-51

School	No. of Classes (Apr. '51)	Average Daily Attendance	Average Daily Enrollment	Average Class Size **
*Abington Avenue	28	866	932	33.3
Alexander Street	26	804	871	33.5
Ann Street	26	799	858	33.0
Avon Avenue	28	891	977	34.9
Bergen Street	32	1,027	1,116	34.9
*Bragaw Avenue	26	803	880	33.8
Burnet Street	13	420	463	35.6
Camden Street	15	465	495	33.0
Central Avenue	20	617	670	33.5
Chancellor Avenue	21	652	724	34.5
Charlton Street	32	989	1,069	33.4
Coe's Place	6	175	192	32.0
Dayton Street	21	660	712	33.9
Eighteenth Avenue	26	786	846	32.5
Elliott Street	19	596	643	33.8
Fifteenth Avenue	27	821	897	33.2
First Avenue	17	536	570	33.5
Fourteenth Avenue	18	583	624	34.7
Franklin	26	828	889	34.2
Garfield	20	643	700	35.0
*Hawkins Street	27	890	977	36.2
Hawthorne Avenue	15	443	493	32.9
Ivy Street	15	457	490	32.7
Lafayette Street	29	923	995	34.3
Lincoln	16	517	563	35.2
McKinley	25	794	856	34.2
Madison	16	492	538	33.6
*Maple Avenue	28	873	985	35.2
*Miller Street	29	932	1,016	35.0
Monmouth Street	18	519	557	30.9
Morton Street	29	917	1,009	34.8
Newton Street	28	822	909	32.5
Oliver Street	22	669	734	33.4
*Peshine Avenue	30	944	1,041	34.7
Ridge Street	17	519	563	33.1
Robert Treat	20	633	695	34.7
Roseville Avenue	8	251	272	34.0
South Street	13	367	407	31.3
South Eighth Street	25	784	858	34.3
South Seventeenth Street	25	781	840	33.6
South Tenth Street	15	485	519	34.6

School	No. of Classes (Apr. '51)	Average Daily Attendance	Average Daily Enrollment	Average Class Size **
Speedway Avenue	5	132	143	28.6
Summer Avenue	21	624	682	32.5
Summer Place	7	225	248	35.4
Sussex Avenue	16	532	571	35.7
Warren Street	11	327	361	32.8
Waverly Avenue	14	443	483	34.5
Wilson Avenue	21	655	719	34.2
Total for 48 Elementary Schools (Grades 1 through 8)	992	30,911	33,652	33.9

* Platoon Schools

** Based on Average Daily Enrollment

Observation on Elementary School Data

The average class size in the elementary schools (Grades 1-8) for 1950-51 was 33.9 in daily enrollment. This is an average decrease of five-tenths of a pupil per class over the previous year.

CLASS SIZE—SECONDARY SCHOOLS, 1950-51

A. Average Class Size by Subjects—Based on Average Daily Enrollment in Major and Minor Subjects
Senior High Schools

Subject	Number of Classes	Number of Pupils	Average Class
English	355	9,930	28.0
Commercial	417	10,596	25.4
Languages	145	3,193	22.2
Mathematics	174	4,520	26.0
Social Studies	256	7,347	28.7
Sciences	175	4,603	26.3
Technical and Practical Arts	220	4,409	20.0
Music	105	2,409	22.9
Art	68	1,476	21.7
Physical Education	197	9,172	46.6
Health	199	5,114	25.7
Total	2,311	62,769	27.2

Junior High Schools

English	139	4,081	29.4
Commercial	39	1,102	28.3
Languages	43	1,073	25.0
Mathematics	124	3,570	28.8
Social Studies	111	3,260	29.4
Sciences	67	1,966	29.3
Technical and Practical Arts	147	2,585	18.0
Music	58	1,581	27.3
Art	45	1,059	23.3
Physical Education	109	3,708	34.0
Health	49	1,633	33.3
Total	931	25,618	27.5

B. Average Class Size by Schools—Based on Average Daily Enrollment in Major and Minor Subjects

Senior High Schools

Arts	27.5
Barringer	23.6
Central	28.1
East Side	27.4
South Side	27.2
Weequahic	27.0
West Side	27.7
All Senior High	27.2

Junior High Schools

Cleveland	26.6
Ivy	23.4
Madison	26.1
McKinley	31.9
Robert Treat	26.1
Webster	30.4
All Junior High	27.5

Observations on Secondary School Data

1. In the senior high schools the average class size based on average daily enrollment was 27.2 pupils. In the junior high schools the class size was 27.5 pupils. These averages include classes in all major and minor subjects.

2. The lowest class size was in the area of Technical and Practical Arts, with an average of 20.0 in the senior high, and 18.0 in the junior high schools. The highest for both the senior and junior high schools was in Physical Education—46.6 for the senior high and 34.0 for the junior high schools.

3. Exclusive of Physical Education the average class size was 25.4 pupils in the senior high, and 26.7 in the junior high schools.

4. The average class size in the subject areas of English, Commercial subjects, Languages, Mathematics, Social Studies, and Sciences combined was 26.4 for the senior high, and 28.8 for the junior high schools.

CLASS SIZE—ALL SCHOOLS, 1950-51

Average Class Size Based on Average Enrollment

	1950-51	1949-50
Kindergarten	22.9	22.5
Elementary	33.9	34.4
Junior High	27.5	27.9
Senior High	27.2	28.3
Special	13.9	14.2

PUPIL-TEACHER RATIO

Pupil-Teacher Ratio Based on Average Daily Enrollment

	1950-51	1949-50
1. Based on entire number of certificated personnel employed by the Board and including the Recreation Department (2422½) but exclusive of Superintendents	1 to 22.3	1 to 22.6
Excluding the Recreation Department	1 to 23.0	1 to 23.3
2. Based on the actually assigned "teachers" to the schools (including principals, teacher-clerks, itinerants, and teachers of special subjects)	1 to 23.6	1 to 23.8
Elementary pupil-teacher ratio	1 to 29.0	1 to 29.4
Secondary pupil-teacher ratio	1 to 17.1	1 to 17.8
Special school pupil-teacher ratio	1 to 12.9	1 to 13.0

There are several indexes of pupil-teacher ratio, but the one that is most meaningful, as far as immediate instruction is concerned, is the ratio between the actual classroom teacher and the number of pupils enrolled in the class. This is the average class size. It indicates whether the instructional groups are too large or too small for the particular subject being taught.

In addition to the classroom teacher, the modern school requires many other instructional and supervisory services. In the high schools these services include a principal, vice-principal, guidance counselors, laboratory assistants, pianists, department heads, teacher clerks, and teachers on special part-time assignment, such as class advisers, assembly teachers, the faculty director of athletics, the faculty adviser of school publications, the student counsel adviser, and the school treasurer. Many similar services are required in the elementary schools.

In the high school each pupil's day is seven class periods in length while the teacher's day is five periods, excluding study hall. Therefore, one and two-fifths teachers is required for each 7-period per day group. While the average class size in senior high schools is 27.2, the pupil-teacher ratio is reduced by the number of personnel employed for additional services.

Although the size of the average class may be within approved limits, the fact remains that many classes are overloaded while others are small. According to the School Law of New Jersey, the maximum number of children to be taught in classes for the blind and deaf is eight, in other special classes the number allowed is fifteen. In the case of home instruction, a teacher meets five children per week.

While a definite class size is aimed for in school scheduling, it is frequently impossible to hold to that size because there may be too few pupils for one class of the desired number, or there may be more than enough pupils for one class but not enough for two. In advanced classes of certain subjects, such as the modern languages, the number of survivors of the subject may be much lower than the desired class number. In some fields, such as industrial arts or advanced commercial work, the approved maximum enrollment is lower than that recognized for certain of the other school subjects. Reasons such as these make it necessary to keep in mind types of educational offerings when analyzing class size and teacher load.